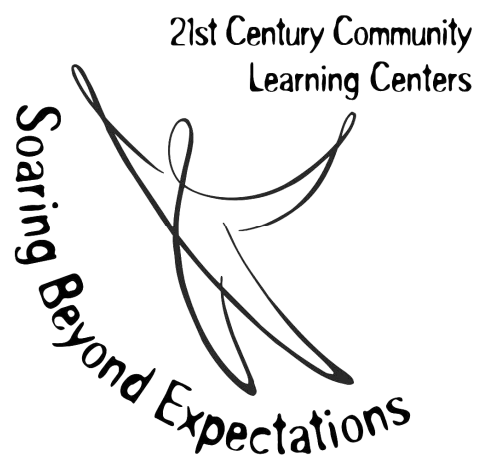


*Vermont's 21st Century
Community Learning
Centers*



Section 3A: Learning Gains

2008-2009 Annual Performance Reports Data



Table of Contents

Academy School- Brattleboro (Tim Ellis)	4
Brattleboro Area Middle School (Juliet Avelin)	5
Bellows Falls Middle School (Orianna Baez)	7
Bennington-Rutland: Currier KidZone (Lisa Johnson)	8
Burlington School District (Jeff Fournier)	9
Caledonia North Supervisory Union (Diane Janukajtis)	12
Franklin Central SU- Open Doors (Suzanne Skaflestad)	14
Franklin Northeast SU (Teresa Manning)	15
Franklin Northwest SU- Crossroads (Carol Lizotte)	17
Franklin Northwest SU- Sheldon ASPEN Program (Carol Lizotte)	22
Lamoille North SU (Barb Nash)	23
Lamoille South SU- UNBOUND (Kate Toland)	28
North Country Schools SU (Beth Brookes)	30
Newport City (Jeanne Kadmiri)	29
Orange North SU (Nancy Chase)	34
Orange Windsor SU- Sharon Program (Kerry Rosenthal)	35
Orange Windsor SU- South Royalton Program (Kacie Merchand)	36
Orange Windsor SU- Tunbridge Program (Carrie McDonnell)	38
Orleans Central SU (Marilyn Perron)	39
Orleans Southwest SU (Jim Carrien)	41
Rivendell Interstate School District (Tammy MacQueen)	42
Rutland City Public Schools (Diana Pfenning)	43
Rutland Northeast SU- SOAR Program (Deb Bratton)	45

Rutland Southwest SU (Joe LaRosa) 46

Rutland Windsor SU- Mt. Holly and Ludlow (PJ Pollard) 46

Springfield School District (Tami Stagner) 47

TLC- Twinfield and Cabot (Carrie Riker) 49

Washington County Youth Services Bureau- Barre CityScape (Georgie Stapleton and Nick
Bradford) 51

Wings Community Programs (Lynne Feal-Staub) 53

Windsor State Street School (Laurie Adams) 57

Winooski School District (Barb Russ) 57

Academy School- Brattleboro (Tim Ellis)

What is the name of the selected program or strategy?

Reading Tutoring Initiative

What grade levels served are served by the selected program/strategy?

K-3rd grade

Who is hired to teach/ run the selected program? (What are their qualifications?)

School staff including teachers and para-educators.

What is the instructor:student ratio?

Ratio is mostly 1:1 with a few 2:1

How often does the program meet? (What schedule does it run on?)

This program had two sessions. It ran twice a week for an hour for ten weeks

Please provide a brief description of the program or strategy.

The goal of this tutoring initiative is to:1) provide direct 1:1 academic literacy support for students in grades kindergarten through 3rd grade that are between 20%-50% ranking in their class. Students were referred by their classroom teacher using a form that included observations and details about students including: decoding skills, fluency, sight word recognition, comprehension, spelling/writing skills, additional time to practice reading, other; Current Rigby or Fountas level.

What measures do you use to assess student learning? How often to you make assessments? A daily running record is recorded.

What tools do you use?

A running record of achievement.

What outcomes have you seen as a result of the selected program/ strategy?

The students are improving in their reading abilities.

What was the impetus for developing this program or strategy?

The need to improve test scores.

Who developed it and why?

The program director and the reading specialist.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

None at this time.

Brattleboro Area Middle School (Juliet Avelin)

What is the name of the selected program or strategy?

The BAMS Beat: Newspaper Making

What grade levels served are served by the selected program/strategy?

Grades 7-8

Who is hired to teach/ run the selected program? (What are their qualifications?)

Julianne Eagan, BAMS Core Language Arts Teacher Holds a Master's Degree in Education and a BA in English

Started local paper, *The Parent Express*, and ran it for 5 years from 2002-2007
Sold the paper in 2007 to *The Keene Sentinel* and worked for *The Sentinel* as a journalist for 1 ½ years

Returned to teaching Language Arts at Brattleboro Area Middle School

Has been hired by *The Brattleboro Commons* to create a 10-lesson Journalism Curriculum for Grade 7-8

The Commons is planning to launch a Youth Insert in the monthly paper that would feature local youth journalists in which The BAMS Beat student work could potentially be published

1) Daisy Frederick, BEAMS Assistant Director

Holds a Master's Degree in Education

Has worked extensively in middle school education and after school

What is the instructor:student ratio?

2:8

How often does the program meet? (What schedule does it run on?)

Thursday afternoons every session from 3:30-5pm

Please provide a brief description of the program or strategy.

The BAMS Beat is a student newspaper workshop. Students learn about the anatomy of a newspaper, interview skills, and the different departments in a newspaper such as editorial, layout, business, and art. Students learn about writing for a purpose, writing for an audience, and revising and editing to prepare for publication.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

The paper itself is a measure and so are the drafts the students produce. The BAMS Beat publishes one issue per BEAMS session.

What outcomes have you seen as a result of the selected program/ strategy?

We have seen students who see themselves as writers and publishers as a result of their participation in The BAMS Beat. We have also seen some students become more confident writers. Students learned about different writing strategies such as "the hook" and the

importance of interviews. The BAMS Beat has given students a feeling that they have something to say and somewhere to say it.

What was the impetus for developing this program or strategy? Who developed it and why?

The BAMS Beat was designed to give students a venue for expression and leadership opportunities. It was designed to be inclusive and bring together a diverse group of students who must all work together to produce every issue. The BAMS Beat provides a role for everybody and accommodates all student learning styles and interests. The BAMS Beat was first developed in the fall of 2008 by Julianne Eagan in her Galaxy block (“flex period”) and then expanded to become a BEAMS club in January 2009. BEAMS intends to run The BAMS Beat during every future session of programming and produce three issues per school year.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

BAMS supplies the classroom space and one computer per student and instructor as well as technical assistance when needed. The BAMS Beat can be read on the BAMS website in addition to BEAMS publishing. BAMS provides academic and art supplies.

Site: Putney OASIS Program (Mike Mrowicki and Amelia Struthers)

What is the name of the selected program or strategy?

The Book of Scrolls©

What grade levels served are served by the selected program/strategy?

K-5

Who is hired to teach/ run the selected program? (What are their qualifications?)

Amelia Struthers, M.Ed has been teaching for 20 years in early ed- and primary grades

What is the instructor: student ratio?

1:10

How often does the program meet? (What schedule does it run on?)

5 days/week

Please provide a brief description of the program or strategy.

The program explores educational content areas, i.e., Math, Science, Art, History, Interpersonal/Intrapersonal studies through a year-long class called the Book of Scrolls©. Students, teachers and staff become characters of a story that is created throughout the year. The story requires students to explore content areas through games, books, science projects, journaling, experimentation, drama, storytelling, projects, art, music, dance, outdoor curriculum, nature, field trips and visiting artists.

What measures do you use to assess student learning? How often do you make assessments? What tools do you use?

Assessment is made at the end of each explored content area, 6 – 8 times during the year. Students receive a “scroll of knowledge” about the area of study. To earn the scroll, students must demonstrate their new knowledge by answering questions and/or presenting projects on the

topic.

What outcomes have you seen as a result of the selected program/ strategy?

Students spend more time and show increased interest in writing and reading. Students show improved ability to focus on lessons and formulate questions about content being studied. Students improve their ability to independently create projects related to topics being studied. Students are engaged in activities otherwise unavailable to them and their families.

What was the impetus for developing this program or strategy? Who developed it and why?

The Book of Scrolls© was developed as a response to provide an exciting, creative program that would be effective with a multi-aged group of students and to engage students in activities that may otherwise not be available to them due to family resources. It was developed by Head Teacher Amelia Struthers to provide experiences of content areas to her students in new ways that creatively balance the development of the “whole child”, and to provide an experience of Place Based Learning for the school and community.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

School staff provides both consultations and logistical support. The curriculum has use for a wide spectrum of students but is also geared for some specific students. Logistical support includes use of space, admin. support from the school’s admin. assistant.

Bellows Falls Middle School (Orianna Baez)

NEW PROGRAM DESIGN

- According to state NECAP scores from 2007 through 2009, math is an area in which many of our students show need for improvement. Therefore, a program that intentionally addresses the needs of these students and is designed to evaluate what the problem areas are as well as how to improve them is needed. Math Scholars is a new afterschool program (beginning Fall 09) that will target students who are performing below average or who are having unresolved challenges in their math¹ classes (grades 5-8). In order to increase student interest in this program, teachers may offer extra credit on tests for those who participate in Math Scholars. This program will have at least 2 high school student volunteers, and one math teacher instructing the program. Math Scholars will meet twice a week (in the school library, 1 hour a day). Using the *Afterschool Achievers Math*² kit, a research based program specifically designed for after school students in grade 5-8, students will engage in math activities according to their grade level. Participants will “solve thought – provoking puzzles and logic problems, which are rich in mathematical content...in addition to being engaged, these various tasks promote an interest in mathematics and a determination in children to learn more interesting aspects of mathematics”³.

¹ School math teachers who will recommend which students will participate using test scores and class participation data.

² http://www.greatsource.com/grants/downloads/AA_Math_RPE_9_04.pdf

³ http://www.greatsource.com/grants/downloads/AA_Math_RPE_9_04.pdf, p. 7

- *The Afterschool Achievers Math* kit includes pre- and post- tests that evaluates and tracks the improvement of student performance. Assessment is frequent and non cumulative. In addition, math teachers of participating students will fill out a survey through out the 6 week course and provide feedback on the student's classroom progress. The target result is an increase in their math problem solving skills.
- Math Scholars will also provide tutoring services by the high school student volunteers and teacher.
- In order for this program to run successfully, all school math teachers must be willing to encourage their students to participate or to offer extra credit for those who attend.

Bennington-Rutland: Currier KidZone (Lisa Johnson)

What is the name of the selected program or strategy?

Cougar Club Homework/Tutoring Program

What grade levels served are served by the selected program/strategy?

Grades 2-6

Who is hired to teach/ run the selected program?(What are their qualifications?) Our program employs two certified teachers. They both have Masters Degree in Education and/ or Special Education.

What is the instructor:student ratio? For Cougar Club, the ratio is one teacher for every five students. Tutoring students usually receive one-to-one assistance or one-to-two assistance.

How often does the program meet? (What schedule does it run on?) The program runs during the school year, four days per week.

Please provide a brief description of the program or strategy. Our program strategy begins in the classroom. When homework is not turned in for that day, students are referred to Missed Homework Club. A phone call is made to the parent to get their permission for their child to stay after school if it's not a child's scheduled day to be there. This keeps students from falling behind. Students that are enrolled in the program can sign up for as many days (1-4 days) to attend Cougar Club. Students work on homework and their individual smart goals. We offer six weeks of summer tutoring for students that still need support or to keep up their skills during the off time. Students that attend in the summer come for one to two hours five days per week.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use? We measure student learning homework completion charts each session. Necap, QRI, 7.6, Investigations, GUM, and DRA assessments are used for yearly progress records.

What outcomes have you seen as a result of the selected program/ strategy? We have seen a 93% homework completion rate for our regular attendees.

What was the impetus for developing this program or strategy? Who developed it and why? Our program saw a sharp decline in homework completion when the sports programs started. This program was developed by the Principal, Education Coordinator, and the Director. Kids know they have to have their missed homework done before they can join sports practice.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains? The supervisory union provides school wide funds (CFP) to help our students achieve learning gains.

Burlington School District (Jeff Fournier)

21st CCLC Site/Grantee:	Flynn Elementary School
Name of the Promising Practice/Program:	ELL Skill Building
Program Statistics	
Total number of students served through your Promising Practices program/grant:	57
Number students served by ethnicity	
African Refugees:	15
Black/ African American:	1
Asian:	15
White: - Bosnian, Serbo/Croatian/Albanian	24
Hispanic/Latino:	2
Native American:	0
Other:	0
Number of students served who are ESL/LEP/ELL	54
Number of students served who qualify for Free/Reduced Priced Lunch	38
Typical Daily Attendance in your Promising Practices Program	37
Number of students who completed the program	52
Number/ethnicity of direct service staff people working in your Promising Practices Program	
African Refugee:	
Black/ African American:	
Asian:	
White:	9
Hispanic/Latino:	
Native American:	
Other:	
How many weeks/days/hours did the program run this year?	34 weeks; 4 days/week; 1.5 hours/day 204 total program hours

What would you identify as the program's most pressing needs/challenges?
<ul style="list-style-type: none"> • In the 4th and 5th grade group, our numbers were large (24-25 kids per day) which resulted in challenging behaviors, not enough staff, and not enough space to move students' seats for private studying or to isolate students who were misbehaving. We had about 3 staff members working with this group each day, but students ask lots of questions about their homework and tend to misbehave when they're waiting for an adult to help them. Our other groups (K-1 and 2-3) were much smaller (12-16 students per day) and therefore more manageable. • Student behaviors were a problem across the grade levels – skill building/homework help is not a program most students are motivated to attend. • Parent communication/buy-in was also a challenge. Many parents utilized our ELL program as childcare and did not recognize its academic benefits. This resulted in spotty attendance from some students, and parents not being supportive during when students had behavior issues. The language barrier was challenging – sometimes parents did not understand when our program was cancelled due to vacations, and did not fill out their appropriate paperwork/emergency contact information.
What resources, expertise, or assistance would be required to answer these needs/challenges?
<ul style="list-style-type: none"> • This year, we split the K-2 group and 3-5 groups into 3 different groups to alleviate some of the space/behavior issues. Our 4-5th grade group was still large. Next year, we could possibly split the groups further and use a fourth space, depending on teachers' willingness to share space with us. Our ELL after school teachers work hard on proactive discipline techniques, such as strategic grouping of students, using the school-day rules students are familiar with, and providing a consistent program schedule with breaks. We will continue using these strategies next year, as they help students focus. • We worked with Home-School Liaisons and ESL school-day teachers to reach parents as best we could this year. I would like to work the Home-School Liaison Coordinator to come up with a best practice for working through HSLs to communicate with families regarding discipline, emergencies, and unfinished paperwork. I would like to meet with HSLs at the beginning of the school year to stress the importance of our program, which can get communicated to parents. • I would also like to work more closely with school-day classroom teachers who value our program. They can help shape our afterschool ELL curriculum and work with after school teachers on re-enforcing school-day learning.
How does the program collaborate and link with the schools?
<p>All of the regular, daily staff members working in the program are school-day employees, either teachers or paraeducators. Most of them work with students in the program during the school day. Their school-day work allows the program's leaders to know what academic instruction the students are receiving at school and which content needs additional reinforcement during the after-school time. They are also more familiar with individual students' capabilities and needs. The program meets in first, second, and ELL/special ed. classrooms, so physical space is yet another link between school and the after-school program. Behavior policies and expectations for students mirror those during the school day. It seems likely that many of the students in the program do not differentiate between school and after-school time. Because of the extensive linkages between their school-day classroom and the ELL Skill Building classroom, they may perceive the after-school program as just the last segment of their "school day".</p>

Evaluation Plan and Student Outcomes

What results/outcomes did you see? Provide/attach as much data as possible to demonstrate changes in student outcomes. You must follow the evaluation plan outlined in your approved Promising Practices grant application.

Program Goals and Objectives	Outcome			
Academic Achievement – 50% of regular attendees core grades in English will increase a half grade or more.	Met Target Grades were available all fifty-seven students that participated in the program. To assess English language learning, grades were analyzed in the following subject areas, and compared from Fall to Spring. Reading – Reading Accurately and Fluently Writing – Grammar, Usage, Mechanics and Structures Word Study – Shows Growth in Vocabulary			
	Report Card Results – Fall to Spring			
	Grades	Reading	Writing	Word Study
	Increased	33	25	16
	Decreased	0	3	4
	Stayed Same	24	29	37
	# Meeting Standard	Reading	Writing	Word Study
	Fall	26	13	37
	Spring	36	28	42
Targeted Programs will be offered to those students most in need – at least 20 students will participate in the program, as prioritized by the ESL teaching staff at Flynn	Met Target Fifty-seven students were selected to participate in this program. Fifty-two students completed the program.			
Test Scores on Standardized Assessments will Increase ELL test scores on WIDA will increase from 2007-08 to 2008-09. Flynn ELL Students taking the DRA in 2 nd grade will exceed the District Average	WIDA scores for the 08-09 school year become available in July. DRA results for the current school year are not yet available. We will amend this report when the 0809 DRA results are returned.			

Budget Expenditures

Please describe how you spent your Promising Practices grant money this year. (You should be able to show an accurate tracking of your Promising Practices grant funds within your overall 21st CCLC project budget.)

Caledonia North Supervisory Union (Diane Janukajtis)

NOTE: If your project does not yet have a specific program or strategy that can show measurable student outcomes and learning gains, please provide a detailed plan (using the questions above) for a new program or strategy that you will offer starting next year.

The CNSU Afterschool Programs Academic Support Program began offering individualized tutoring for students in grades K-8 at all six school sites in November, 2008. The program was designed and implemented by the program director with the support and collaboration of the Title I/professional development director to help low achieving students improve their academic skills in the areas of math, reading, writing, and science.

Program need:

CNSU has a high percentage of under achieving students. The two largest schools, Burke Town School and Lyndon Town School, have not met annual yearly progress as measured by standardized tests (NECAP scores) under No Child Left Behind. LTS has been required to submit a school restructuring plan to the VT DOE to address the school's failure to meet AYP for several years, particularly for students with low socio-economic status and students receiving special education services. During the 2008-09 school year, none of the CNSU schools scheduled time during the school day in which no new instruction was taught and the specific needs of low achieving students were addressed. It has been clear to the afterschool (ASP) director and staff that many students who attend the afterschool program could benefit from academic assistance beyond the daily homework help available to all afterschool attendees. Research on student outcomes for ASP attendees shows that increased outcomes are supported by individualized help targeted at specific skills improvement rather than assistance focused only on homework completion (Harvard Family Research Project, "Outcomes for Students Attending Afterschool Programs in the 21st Century", 2/08). The ASP director and Title I director worked together to design the student referral and tutoring process (see student support flowchart) in an effort to further develop the ASP as an academic intervention strategy available at all CNSU schools.

Program Description:

Students are referred by their classroom teacher, EST or other school team (see Academic Support Referral Form) for skill improvement through 1-1 or 1-2 staff/student assistance taught by a certified teacher. Most of the tutors teach at the school where they are contracted to provide tutoring. The classroom teacher contacts the parent to discuss the referral and get written permission from the parent for the student to receive tutoring. The ASP site coordinator hires a tutor for each referral; the tutor meets with the classroom teacher to identify two goals/objectives

for academic help. Goals are limited to two skills in one academic area per six week session. Tutoring sessions are twenty to thirty minutes once or twice /week dependent on student need; tutoring can be arranged at any point and does not have to coincide with the six week calendar dates. Tutors are required to record a current assessment of the student's level in the identified skill area before they begin tutoring sessions (ie grades, formative assessments, standardized test scores). They also need to record the re-assessment date and post assessment score. The tutors use learning materials recommended by the classroom teacher for that student. The focus of the sessions is to help the student improve deficit skills identified by the teacher.

Program Development:

This was a new program that required the ongoing outreach and training by the program director to CNSU staff including central office staff, principals, teachers and ASP site coordinators. The director and site coordinators attended teacher staff meetings to solicit student referrals (this is a teacher driven process) and recruit certified teachers to contract as tutors. Principals that provided leadership and actively encouraged teachers to meet as teams and make referrals received the highest number of referrals and parent permission for tutoring. Thirty three students were tutored at four ASP sites between 12/08 and 5/09 (Burke, Newark, Millers Run, and Lyndon Town School). The highest student participation rates were at Burke and Millers Run due to the higher level of referrals and parent contact with classroom teachers. The program director and Title I director attended grades K, 1, 2, 3, and 4 teacher team meetings at Lyndon between February and April , 2009, and received only three referrals from teachers, even though this school has the lowest student achievement scores. The current Title I director is the new Lyndon principal and will be communicating with teachers more about the referral process and the opportunity for the neediest students to receive help. The Sutton principal communicated there were students who could benefit from this initiative but no referrals were received. East Haven teachers made referrals, but parents failed to give permission (18 out of 23 students at the school are regular ASP attendees so are available for tutoring). Newark had four students who received tutoring; teachers and parents were impressed by the student's academic and social gains. The program director and site coordinator will need to continue to educate principals, teachers, and parents regarding the value of targeted help that is coordinated with the classroom curriculum. There will also need to be ongoing recruitment of certified teachers to contract as tutors at each site.

Program Outcomes:

Overall, student outcomes were positive for students that attended tutoring sessions on a regular basis. This was evidenced by post tutoring samples of student work and formative assessments scores from classroom teachers. The program will need to continue to use a team approach (classroom teacher, tutor, parent, ASP site coordinator) to ensure each student's attendance and continued motivation. In general, younger children were more motivated to expend more effort and older students had a higher rate of refusing to attend the ASP based on tutor reports. We also had some students who stopped coming to the ASP or never attended ASP at all due to lack of transportation home that were referred or already receiving tutoring. Some parents did not grasp the importance of skill development vs homework completion in boosting student outcomes. One parent expressed that tutoring at the ASP had helped his child tremendously; his child liked school and looked forward to attending when previously they strongly disliked school.

Goals for 2009-10:

- Continue to increase student participation in tutoring program by attending teacher's meetings, outreach to principals and parents to facilitate referrals and parent permission;
- Increase student achievement scores by providing tutoring based on student need; connect with classroom teachers;
- Extending tutoring to twice a week;
- Director provide additional training/ support to site coordinators, tutors regarding Referral process, recording of student outcomes (need to be more consistent, in more measureable format);

Franklin Central SU- Open Doors (Suzanne Skaflestad)

What is the name of the selected program or strategy?

Tech Savvy Kids

What grade levels are served by the selected program/strategy? Girls and Boys 4th-8th grade
Who is hired to teach/run the selected program (What are their qualifications)

Ms. deLaBruere is an award winning- teacher who specializes in Web 2.0 student leadership. (Tech Savvy Kids) and mentoring young women (Tech Savvy Girls) She has a Masters in Internet Engineering along with 25 years of teaching experience. She writes for Google and Education Blog, Infinite Thinking Machine, and loves introducing the latest technology and watching the way students create cool projects, such as Lego robots with their new skills.

Mr. Galle, certified art teacher, is well known for his skills as a cartoonist. He brings his expertise in graphic design and interest in comics to the program. Mr. Galle has taught art and technology at St. Albans City School, presented workshops at statewide technology conferences, and served as a tech instructor in Vermont programs. His comic life interest helps students see art and literature in a whole new way.

During the summer there are other instructors that are involved. For example, Matt Podd is a pianist and music composer with 10 years of experience working with children as a mentor for the Vermont Midi Project, music director for the Vermont Children's Theatre, summer camp instructor, and children's choir director.

What is the instructor: student ratio? 1:10

How often does the program meet? (What schedule does it run on) School year and summer

Please provide a brief description of the program or strategy.

Students explore the world of technology using the following technology: Scratch, Alice, Pico Crickets, Comic Life, Multimedia tools, Music Making.

What measures do you use to assess student learning? How often do you make assessments?

Students' learning is assessed in the following ways: new skills acquired, skills practiced (became more confident in specific skills), skills mastered (student feels they could work as a leader teaching others a specific skill).

What tools do you use? Student and parent surveys, and instructor observations

What outcomes have you seen as a result of the selected program/strategy? Over 50% of the students report they have acquired new skills in over 12 different areas, 100% would recommend this program to others, 90% would be interested in more activities in the future, and 80% would be interested in being a junior leader when they get to high school. Over 90% of the parents rated the quality of the program 4 out of 4 commenting that the program provided long term benefits and their children looked forward to future programs.

What was the impetus for developing this program or strategy? Who developed it and why?

Tech Savvy was developed by Lucy deLaBruere. Tech Savvy Kids was developed to help students develop technical and leadership skills and a spirit of community service. The program is also intended to help make connections between student interest in technology, academic areas of learning (math, science, and literacy) and career goals.

Tech Savvy Girls was created to help girls gain the confidence, skills and awareness that would lead them to high tech careers in their future.

What support/resources does the school, district, or supervisory union provide to the selected Program in order to help students achieve learning gains?

The school's technology integration specialist takes a leadership role in integrating the program during school, after school, and in the summer. The school's IT staff mentors the students. The school provides use of computer tools to be used for skills development and projects complete by these students. Student achievement is recognized through skills development badges, certificates and scholarship opportunities to participate in student leadership opportunities within and outside the school.

Franklin Northeast SU (Teresa Manning)

21st CCLC Site/Grantee:	Franklin Northeast Supervisory Union	
Name of the Promising Practice/Program:	Broadcasting	
Program Statistics		
Total number of students served through your Promising Practices program/grant:	25	
Number students served by ethnicity		
	African Refugees:	
	Black/ African American:	1
	Asian:	
	White:	21
	Hispanic/Latino:	1
	Native American:	2
	Other:	
Number of students served who are ESL/LEP/ELL	1	
Number of students served who qualify for Free/Reduced Priced Lunch	15	
Typical Daily Attendance in your Promising Practices Program	7	
Number of students who completed the program	7	
Number/ethnicity of direct service staff people working in your Promising Practices Program		
	African Refugee:	
	Black/ African American:	
	Asian:	
	White:	3
	Hispanic/Latino:	
	Native American:	
	Other:	
How many weeks/days/hours did the program run this year?	Two hours, twice per week for sixteen weeks	
What would you identify as the program's most pressing needs/challenges?	<ul style="list-style-type: none"> * Student interest * Shortage of materials 	
What resources, expertise, or assistance would be required to answer these needs/challenges?	<ul style="list-style-type: none"> * Staff to work with new students * More appealing course name 	
How does the program collaborate and link with the schools?	<ul style="list-style-type: none"> * Provides technology experience and instruction which is limited during the school day * Program is staffed by school day staff * Utilizes school computer lab 	
Evaluation Plan and Student Outcomes		
What results/outcomes did you see? Provide/attach as much data as possible to demonstrate changes in student outcomes. You must follow the evaluation plan outlined in your approved Promising Practices grant application	Students were assessed on the following Vermont Internet IT:1 Students demonstrate proficiency in the effective use of technology by use of hardware, use of operating system and standard features of applications organization and navigation and working with files; IT:2 students demonstrate responsible use of technology systems, information, and software by intellectual property, acceptable use, working with content/information; IT:3 Students use technology/productivity tools to enhance learning, increase productivity, and promote creativity by word processing databases, spreadsheets, paint/draw, visual organizer and calculators; IT:4 Students demonstrate the use of a variety of media and formats to communicate information and ideas effectively to multiple audiences by multi-media, worldwide web, and email; IT:5 Students demonstrate use of technology for research by digital resources, searching and search engines, browser, problem solving and decision-making.	

	<p>Overall, the students mastery of these standards as a whole breaks down into the following ratings: 4.44% exceeds, 42.22% meets, 53.33% approaching, 0.00% does not meet.</p> <p>Students were rated in the following areas of aspirations: Engagement - involvement, and ability to stay on task and commitment to completing task; Purpose - understanding of role in relation to the requirements of the activity/project; Self-worth - ability to recognize their value as part of the group as well as knowledge of topic; Leadership and responsibility to take action – willingness to express ideas and to share those ideas and teach others; Sense of accomplishment – recognizing their effort, perseverance, and citizenship contribution. Overall, the students mastery of these standards as a whole breaks down into the following ratings: 6.67% always, 37.78% usually, 53.33% sometimes, 2.22% never.</p> <p>There is an attached chart (Appendix H) representing the aforementioned outcomes in more detail. These areas will be compared to the ratings from Fall 2009 in the 2010 APR.</p> <p>NECAP scores will also be used to assess student academic achievement in reading in grades six, seven and eight, and writing in grade eight next year since the program began in January 2009 and would have had no impact on 2008 scores.</p>
<p><u>Budget Expenditures</u></p> <p>Please describe how you spent your Promising Practices grant money this year. (You should be able to show an accurate tracking of your Promising Practices grant funds within your overall 21st CCLC project budget.)</p>	<p>Only a portion of the Promises Practices grant money was spent this year since the program began in January and will continue through December 2009. Overall, the funds were spent were mainly for staff salaries and to purchase some of the supplies. The remainder of the supplies will be purchased in July 2009. Staffing will continue through December 2009. (Appendix H)</p>

Franklin Northwest SU- Crossroads (Carol Lizotte)

NEW PROGRAMS

FRANKLIN CROSSROADS “MOUNTAIN READERS”

What is the name of the selected program or strategy?

Mountain Readers

What grade levels served are served by the selected program/strategy?

4-6

Who is hired to teach/ run the selected program? (What are their qualifications?)

Paraprofessionals

What is the instructor:student ratio?

2:6 ratio

How often does the program meet? (What schedule does it run on?)

Twice a week for 2 hours

Please provide a brief description of the program or strategy.

This is a literacy program. The first hour is dedicated to reading the survival novel My Side of the Mountain by Jean George-Head. The second hour students go outside and create shelters and other survival activities.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

Student attendance in the program

Student participation in program

Checking in with instructors to get input

School grades

NECAP results

What outcomes have you seen as a result of the selected program/ strategy?

The program has had quotes from parents that their children were so excited with the novel that they wanted other titles by that author or other authors who wrote different survival stories. Students were going to the school library looking for other survival novels and nonfiction books about how to make things they read about and animals in the book.

What was the impetus for developing this program or strategy? Who developed it and why?

This program was developed by the Franklin coordinator to encourage boys who are reluctant readers to become life long readers

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Use of outside property

Use of school library material and computer access for research

HIGHGATE CROSSROADS “ELEMENTARY SCHOOL MUSICAL”

What is the name of the selected program or strategy?

Elementary School Musical after school program

What grade levels served are served by the selected program/strategy?

Fifth and sixth grade students are served.

Who is hired to teach/ run the selected program? (What are their qualifications?)

Diane Hemingway is the certified teacher that runs the program. She has been our school's drama coach for years. She also does many outreach programs, The Traveling Story Teller and Back Pack Theater for and with students. She writes her own plays and the words for the music.

What is the instructor:student ratio?

For each class we had a teacher and an assistant to approximately 20 students (1/10 ratio). One of the two classes each week, the school music teacher worked with the students also (1/6 or 1/7). Filemaker states that the class average is 18.

How often does the program meet? (What schedule does it run on?)

The program met 2 days each week for 2 hours each day during our 6-week Mud Season session.

Please provide a brief description of the program or strategy.

Our students in Elementary School Musical program read, memorize, act, sing and dance in a musical written specifically for them by our certified teacher/performer/drama coach. This interactive experience improves reading, fluency, memory, social interaction, public speaking, confidence, etc.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

NECAP results are usually used for our assessments, but do not apply to this class. We do use a survey (Youth Risk Behavior Survey) at the beginning and end of the school year that quantifies a student's assets. These surveys are anonymous, but for each student that attended this class regularly we have given them another asset if only for "sometimes" (#17. I spend 3 or more hours each week in lessons, practice in music, theatre or other arts.)

What outcomes have you seen as a result of the selected program/ strategy?

These students grew in so many ways. The most noticeable development that they all gained was their ability to work as a team. This was a major goal for the drama coach as this is vital to the outcome of any group production and an asset that each student will use. Many individual advancements were made. Public speaking, use of memory and confidence were all positively impacted for each student by this program.

What was the impetus for developing this program or strategy? Who developed it and why?

This program was developed by our Drama coach/ teacher. She envisioned a program that would replace the school's Talent Show, and give the older students (5th and 6th graders) many of the same opportunities to show their talents. This program allows her to direct her attention to the 5th and 6th graders alone, and provides a single format, not the varied program of a talent show. The Talent show was also seen as a competition and a goal of our drama coach was to improve teamwork.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The school provides the location for the practices and the performances. The school also opens for an evening performance, has an assembly for the whole school to see the musical and works, through staff and special educators, to make arrangements for individual students to participate.

MVU CROSSROADS "VAMPIRES, BLOOD AND LEGENDS"

What is the name of the selected program or strategy?

Vampires: Blood and Legends - a high-interest literacy program

What grade levels served are served by the selected program/strategy?

7th - 9th graders

Who is hired to teach/ run the selected program? (What are their qualifications?)

A middle school Language Arts certified teacher who teaches 8th grade language Arts at MVU.

What is the instructor:student ratio?

1:6 and 1:7

How often does the program meet? (What schedule does it run on?)

The class was offered two times every Thursday. The teacher taught the same material to two different groups of students in back-to-back blocks of time during the program hours. Each class was 1 hour long.

Please provide a brief description of the program or strategy.

Riding the wave of popularity that the *Twilight* novels brought to middle and high schoolers, this teacher developed a literacy-based class on vampires that appealed to both boys and girls. Students took a trip to the library to pick vampire novels to read individually, they read excerpts from multiple vampire novels and tales as a group, learned about the real Dracula (Vlad Tepes), watched clips of Nosferatu and other history/lore, went to a viewing of the film, *Twilight*, engaged in discussions on their reading and film viewing, conducted on-line research, and created final presentations on what they had learned through the class (through poster projects and PowerPoints).

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

The first day of class, the students created KWL charts: What do you *Know*, What do you *Want* to know, What have you *Learned*. As the classes progressed, the teacher and students were able to check off items in the "want to know" section and add items to the "what have you learned" section as well as confirm items in the "what you already know" section. This was a good strategy to address what the students were learning from week to week. The class culminating activity was to present a final project that displayed as much as they could about vampire worlds and the changing lore over the years to other members of the class and the program coordinator.

What outcomes have you seen as a result of the selected program/ strategy?

I have seen students reading and discussing vampire movies/books with each other outside of the program class. Students were excited to show off their final PowerPoint and poster projects to their instructor, each other and me (program coordinator). In our end of the year student interest surveys, several students made note that the Vampire class was their favorite Crossroads class offering.

What was the impetus for developing this program or strategy? Who developed it and why?

One of the Crossroads Program goals is to increase students' achievement in literacy. I made it known to the school staff that I was in search of challenging and interesting classes that meet our program goals while providing a structure that differs from school-day classes. The Vampires teacher developed this class with our program goals guiding the curriculum using what she knew to be a high-interest topic among our 7th - 9th grade students. She aligned the curriculum with school-day academics to connect students during- and after-school learning.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Our school provides multiple spaces to be used for this class to conduct its different media pieces. Students were able to use the library, media center, AV equipment and collaborated with a non-Crossroads after-school *Twilight* event where students were able to watch the film during Crossroads program hours.

SWANTON CROSSROADS “SCHOOL NEWS REPORTER”

What is the name of the selected program or strategy?

The name of the selected program is School News Reporter

What grade levels served are served by the selected program/strategy?

Grades 5 and 6 are served by this program.

Who is hired to teach/ run the selected program? (What are their qualifications?)

Two certified teachers and one para-educator teach this program. One teacher is a special educator, the other is a reading specialist and the para educator has many years experienced and is highly skilled with working with the fifth and sixth grade students.

What is the instructor:student ratio?

The instructor to student ratio began with 1 to 3, as the program grew we finished the year with it being about 5 students to 1 leader.

How often does the program meet? (What schedule does it run on?)

The program meets once weekly, meeting for a full 2 hour block and has continued into occasional lunch/ recess meetings with the students and the teachers.

Please provide a brief description of the program or strategy.

The School News Reporter group is just that, a school newspaper. It is a group who meet and in a very “real life work environment” decide jobs of reporters, editors, photographers, cartoonists as well as production people. Everyone has a position in the paper.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

Teachers meet with students on a weekly basis and follow up with their work as they move along. Knowing grade 5 and 6 learning standards they are able to assess how they are doing. Their finished product is a direct way to assess how they are doing.

What outcomes have you seen as a result of the selected program/ strategy?

The outcomes I have seen from this program is an increase in the number of students who take this class, The newspaper they put out went from a single double sided paper to a 6 page issue. The independence increased as we saw students working independently especially on press night when they were printing and delivering the newspaper. We had a student teacher basketball game at school and while playing, I looked out to see 2 of our school news students taking pictures of the game. They later told me they were doing it for the school news paper. This was their own idea, as we didn’t have a Crossroads session running at this point during the school year. They were not asked to do this, they did it on their own. This program went from 8 students to 17.

What was the impetus for developing this program or strategy? Who developed it and why?

This program was suggested because a school newspaper was of interest to some and when the idea was brought forth, the two teachers went with it. They are very high energy teachers who put their all into this class, meeting with students during the school lunch and recess on their own time.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The school is very flexible in allowing the students to interview teachers and administrators for articles. They are also very flexible in allowing them to report on and photograph multiple activities that happen within our school. They are also supportive by making and distributing copies of the School News home to all families attending the school.

Franklin Northwest SU- Sheldon ASPEN Program (Carol Lizotte)

What is the name of the selected program or strategy?

Sheldon Tutorials Program

What grade levels served are served by the selected program/strategy?

2nd – 6th Grade

Who is hired to teach/ run the selected program? (What are their qualifications?)

The Literacy Specialist and certificated teachers from the school

What is the instructor:student ratio?

The ratio was 1 teacher to 1 or 2 students

How often does the program meet? (What schedule does it run on?)

The program met for six weeks, two days a week for an hour at a time.

Please provide a brief description of the program or strategy.

A teacher will provide tutoring after school for one or two nearly achieving students from their class. These nearly achieving students are not necessarily already receiving school day academic services. The goal is to get these students to make a passing grade (as determined by school assignments or report card grades).

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

The pre-assessment and post-assessment were tailored to individual tutoring needs of the child. With the guidance of the literacy specialist, teachers developed a pre and post test assessment.

What outcomes have you seen as a result of the selected program/ strategy?

All students improved in their reading fluency and accuracy in the post assessment evaluations. The students also increased in their enthusiasm for reading projects and time spent with the tutor.

What was the impetus for developing this program or strategy? Who developed it and why?

The summer program was shortened due to low enrollment leaving some available funds. After a site visit to the Winooski 21st Century afterschool and reviewing their results, the Program Director spoke with the Sheldon School Principal and Literacy Specialist about the consideration of a “Sheldon Tutorials” program. This program was seized upon by both the Principal and Literacy Specialist for some students needing support, these last two months of the school year. The Literacy Specialist provided several hours over the last 10 weeks of school identifying students and teachers to tutor, arranging a schedule and she also assisted the teachers in the development of pre and post assessments.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning?

The school provided the teachers, classrooms, lesson plans and pre and post reports. The Literacy Specialist provided many hours of her time to coordinate this “Sheldon Tutorial” program. She assisted the tutors with guidance in selecting assessment tools, recording results and setting up tutoring schedules. The afterschool program provided snacks, activities after tutoring and transportation home.

Lamoille North SU (Barb Nash)

Site: Waterville Elementary School

Who is hired to teach/ run the selected program? (What are their qualifications?)

A certified teacher, a first grade teacher at WES

What is the instructor: student ratio?

2:1

How often does the program meet? (What schedule does it run on?)

1/week for 1 – 1.5 hours. Meetings began in January

Please provide a brief description of the program or strategy.

Students in first grade who were identified as needing support in literacy were invited to participate. Two students accepted the invitation. The teacher used strategies that complemented the classrooms program to either research or extend the literacy learning that week. During the hour, each student was given individualized instruction and independent work to complete.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

Assessments were given in the classroom consistent with assessments given to all the students.

What outcomes have you seen as a result of the selected program/ strategy?

The students have benefited greatly from the program afterschool. The individualized instruction and attention has increased their performance in school and their self esteem in literacy. Before they were reluctant to pick up a pencil, now they are writing sentences on their own, sounding out words with great skill.

What was the impetus for developing this program or strategy? Who developed it and why?

The impetus was the first grade teacher seeing her students struggle in literacy class. She knew they needed extra help outside of school and approached me with the idea for this program. She wanted to give the students who were falling behind the chance succeed by extending her literacy class.

Cambridge Elementary School

What is the name of the selected program or strategy?

After school math enrichment.

What grade levels served are served by the selected program/strategy?

Grades one and two.

Who is hired to teach/ run the selected program? (What are their qualifications?)

Pat Rogers, second grade teacher, certified VT teaching license.

What is the instructor: student ratio?

Two instructors, the amount of students varied from 5-8.

How often does the program meet?

Once a week for one hour.

Please provide a brief description of the program or strategy.

Utilizing many years of math teaching expertise Mrs. Rogers provided a fun game filled hour of math enrichment that the students enjoyed.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

Informal daily observations.

What outcomes have you seen as a result of the selected program/ strategy?

Through games and hands on activities students learned that math is a fun and useful subject.

What was the impetus for developing this program or strategy? Who developed it and why?

To provide extra practice and exposure to math for students in the after school program.

Site: JOHNSON ELEMENTARY SCHOOL

What is the name of the selected program or strategy?

What grade levels are served by the program/strategy?

Book Buddies: after-school literacy tutoring, grades 1 & 2.

Who is hired to teach/run the program? What are their qualifications?

The Book Buddies Lead Teacher/Coordinator is a licensed JES teacher who also teaches reading and math in the regular school program to these same grades. Book Buddies Coordinator is part of her regular full-time JES teacher contract, not a supplemental assignment. The program consists of 1:1 tutoring and small group activities. This year, Book Buddies tutors included two retired JES teachers, another certified elementary teacher, and a JES para, who also just received her education degree and an elementary teaching license. JES Reading First staff work closely with the B.B. Coordinator in the identification/referral of students to the program.

What is the instructor: student ratio?

How often does the program meet/what is the program schedule?

Give a brief description of the program.

The program provides 1:1 tutoring in reading using the Book Buddies program, as well as small group literacy-based activities. The instructor: student ratio is 1:1 for the individual tutoring, and ranges from 1:3 to 1:4 for the group activities. The program serves 12 to 16 students per week, divided into two groups, each of which meets two days/week, Tuesday/Thursday or Wednesday/Friday. A total of about 20 students were served over the course of the entire year, with some participating for the full year, and some leaving and being replaced by others. Lesson plans for each tutoring session are prepared by the lead teacher, who also plans the small group activities. Each day, half the students participate in a group activity while the others have a 1:1 tutoring session, and then they switch. The kids begin their after-school session at 2:45 with snack and recess, with the actual Book Buddies program running 3:10 to 4:30, so each day involves a 40 minute 1:1 session and a 40 minute group activity.

What measures are used to assess student learning? How often do you make assessments?

What tools do you use?

Because JES is a Reading First school, we use the battery of Reading First assessments for the Book Buddies program. They include the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) – 3 times/year, TOWRE (Test of Word Reading Efficiency) – 1 time/year, (ESI (Elementary Spelling Inventory) - 2 times/year, Gates-McGinitie – 1 time/year, and SAT (Stanford Achievement Test) – 1 time/year.

What outcomes have you seen as a result of the selected program/strategy?

Book Buddies students have made good gains both within the year and from year to year on these literacy assessments. However, there really is no way to statistically relate student test score gains to Book Buddies versus school-day instruction. Parents universally give high marks

to the program and report that they believe their children gain academically from the program. Also, teachers observe gains in student proficiency.

What was the impetus for developing this program/strategy? Who developed it and why?

Book Buddies after-school literacy tutoring was one of the key programs of the original LNSU 21C grant proposal, and the program has been in operation since January 2003. It was initially developed collaboratively by then-Superintendent Bob McNamara, Principal Brigid Scheffert and several JES reading teachers.

The impetus for starting and continuing early literacy tutoring was/is the large population of JES students from low income families who start school lagging significantly behind in language development, and who benefit from supplemental, targeted assistance.

What support/resources does the school, district or supervisory union provide to the selected program in order to help students achieve learning gains?

For the past four years, the school has supported the program with funds other than 21C, primarily Reading First and Title I. As noted earlier, our Reading First Coach and Coordinator have been very involved in the design and oversight of the program, playing a key role in the administration and analysis of assessments and referral of students to the program. Because the Book Buddies teacher is a regular JES reading teacher in the same grades as are served by the program, she collaborates extensively with all Book Buddies students' classroom teachers. Again, the job of Book Buddies Coordinator is part of a regular teacher contract, and as such, is a regular portion of the job for which the teacher is formally evaluated, has planning and professional development time, and so forth. In other words, Book Buddies instructional time is treated the same as school-day instructional time from the standpoint of contractual responsibilities of the teacher.

Site: Eden Central School

This year our garden has received support from students in their classrooms. Kindergarten, Grade 1 and 4 started seeds in our grow labs in their classrooms. Kindergarten learned about plants and growing things. Grade 1 learned about the parts of a plant and what they need to grow. Grade 4 also studied parts of plants. Each classroom received seeds from us. We asked them each to plant different things. The classroom teachers used our seeds as part of experiments and projects. They also learned about making compost. When the plants were ready the students planted them in the garden. Many students joined the afterschool gardening class to continue taking care of their plants.

Students have also helped in building a butterfly garden. We plan on using some of the vegetables in our food service program this summer and fall. If there is enough produce we will share with the community.

Site: Hyde Park Elementary School

What is the name of the selected program or strategy?

What grade levels are served by the program/strategy?

Book Buddies: after-school literacy tutoring, grade 1 & 2

Who is hired to teach/run the program? What are their qualifications?

Book Buddies Lead Teacher/Coordinator is a licensed HPES teacher who also teaches in the regular classroom teaching reading and math to the above grades. Book Buddies Coordinator is part of her regular full-time HPES teacher, under the current teacher's contract. The program consists of 1:1 tutoring and small group activities. This year, Book Buddies tutors included high school students and a para who just received her education degree.

What is the instructor: student ratio?

How often does the program meet/what is the program schedule?

Give a brief description of the program.

The program provided a 1:1 tutoring in reading using Book Buddies program, as well as small group literacy based activities. The instructor: student ration is 1:1 for individual tutoring, and small group ranges from 1:3 to 1:4. The program serves 14 – 18 students per week, two days a week for two hours per day. Book Buddies runs a Monday/Wednesday schedule. A total of 18 students were served over the course of the school year. Lesson plans for each tutoring session were prepared by the Lead teacher, who also plans the small group activities. Each day while half of the students were being tutored the other half would have access to Study Island or participate in other group activities – then they would switch. The kids begin their after-school session at 2:45 with snack/recess, with the actual BB program running 3:15 – 5:00, so each day involves a 30 minute 1:1 session and 20 minute group activity/20 minute Study Island time.

What measures are used to assess student learning? How often did you make assessments? What tools do you use?

Study Island pre/post test. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 3 times/year. DSA (Developmental Spelling Assessment) 3times/year. Fluency Assessments.

Lamoille South SU- UNBOUND (Kate Toland)

THE NEW PROGRAM AND STRATEGY THAT UNBOUND WILL OFFER NEXT YEAR IS MATH IN THE REAL WORLD.

What is the name of the selected program or strategy?

Math in the real world.

What grade levels served are served by the selected program/strategy?

Starting with ninth grade for 2009-2010.

Who is hired to teach/ run the selected program? (What are their qualifications?)

The person who will teach this course will be the learning center coordinator. During the 2008-2009 school year she worked closely with the ninth grade on math remediation. In addition, she worked with math students in grades 9-12 to help teach to gaps in math understanding. This allowed her to identify common misconceptions and confusions for PA high school math students. The LCC (Learning Center Coordinator) came from a corporate setting, develops rapport with students easily and has a strong math background. She is starting a graduate program at JSC in the fall 2009 to get her Masters in Counseling. She thinks “outside the box” when teach math skills and students who have worked with her have improved their understanding of math concepts which has translated to improved test scores and therefore improved math grades. She will work in concert with the district math coordinator and the high school and middle level math teachers.

What is the instructor:student ratio?

The instructor: student ratio will not surpass 1:10 although optimal will be 8.

How often does the program meet? (What schedule does it run on?)

The program will meet AT LEAST once a week throughout the year. We will examine the course after the first semester and see what changes need to be made in learning opportunities, instruction, or structure.

Please provide a brief description of the program or strategy.

Math in the real world will use real world learning opportunities to teach math concepts and facts. One feature of the course will be to have students visit jobs in which math is used on a regular basis to see relevance between classroom learning and real world experiences. The learning environment will encourage positive risk taking with questions and participation. The focus of instruction is using relevance and relationship to improve understanding of math concepts.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

Tools:

8th grade math NECAP scores as a descriptive statistic

Math grade in 8th grade compared to quarterly in 9th grade

Pre and post tests developed with ma department

Local math assessment

Failure rate in 9th grade math 2008 compared to 2009 at end of year

Survey to assess math experience (?) Needs to be developed.

We will review in the middle and end of the year

What outcomes DO YOU EXPECT as a result of the selected program/ strategy?

- Lower number of students who fail ninth grade math
- NEED TO DEVELOP: More students reporting positive feeling toward math and self-efficacy in math (?) and will amend as developed
- Increased scores for regular participants on local math assessment

What was the impetus for developing this program or strategy? Who developed it and why?

The program was developed by the Learning Center Coordinator and the Unbound Director in concert with the 8th and 9th grade math teachers.

The reason it was developed was the high number of Fs in ninth grade math and high number of students coming for help in math and the high number of math referrals to the HS Learning Center.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Assistance with program development, math instruction/strategies, and data collection from district math coordinator, district math teachers, and central office staff. The principals of both middle and high school are enthusiastic about the intervention and will provide support as needed.

Newport City-Jeanne Kadmiri

Program One

The Literacy Project – The Literacy Project focuses on three strategies to engage children in reading.

- Strategy One – Encourage reading and reading discussion in the student's home environment

Implementation of Strategy - At the beginning of the school year, a flyer is sent home to all children in the school announcing the formation of the Child/Parent/Teacher Book Discussion Group. In September, an initial meeting is attended by all interested families. At this meeting, a theme of book study for the year is decided upon and six books are selected to read together. Each month, a book is ordered, distributed to those families that signed on for the Program, the family reads the book together, and then one time per month, all the families get together to share a light supper (food corresponds with food in the book), discuss the story, do a project related to the story and then act out or share a dramatization of a character or scene from the book. The discussion group begins at 5:15 and concludes at 6:30. In the 2008-09 school year, the theme was journeys.

- Strategy Two – Connect the community with children for reading support

Implementation of Strategy – The Goodrich Memorial Library Mentoring Program connects children and volunteer community members to the many resources at the community library. Once every other week, children travel to the Library to meet their mentor. For one hour, the child and the mentor search for interesting books, read together and explore the many treasures at the library. One time a month the pair will have a reading project to do or a library project to do together.

- Strategy Three – Make reading environments accessible to children and families

Implementation of Strategy – Every day that school is in session, the school library is open and accessible to children and families from 3:00-5:00. This service allows children to read in the library, select books, and do research.

The Literacy Project is available for children in Grades One – Six.

The Literacy Project is co-facilitated by the School Librarian – a master's level teacher/librarian and the School Counselor (former English Teacher)/Out of School Program Coordinator – a master's level teacher/counselor.

The ratio of adults to children in the Programs are small

- Discussion Group – Family – 1 adult to 1 or 2 children
- Mentoring Group – 1 adult to 1 child
- Library – 1 adult to 5 children

There are many ways to measure learning in these Programs

- Book Discussion Group
 - Attendance at Program – done monthly
 - Responses to Discussion Questions – level of comprehension – done monthly
 - Projects as representatives of comprehension and connection – done monthly
 - Surveys – important questions are: What do you like best about the group?
How much have you increased reading time? – one time at end of Program
- Mentoring Group
 - Attendance at Program – every two weeks
 - Surveys – important questions are: How much have you increased reading time?
What do you enjoy about coming to the library?
Do you use the library when you are not in school – one time at end
- Library
 - Number of children using the library - Daily
 - Two activities when student comes to the library – Survey at the end of the Program

Outcomes

1. Attendance

Book Discussion Group – Currently there are 12 families enrolled in the Program. Between 45-50 people attend each session. No family has missed more than one discussion group in a year. All families have read the book assigned for the month.

Mentoring Group – There were eight mentoring matches. No mentoring pair missed more than one time together in a year.

Library – the average daily use of the library in afterschool hours is 5 students

2. Survey Responses

Book Discussion Group – What do you like best about the group? *Having time to read together as a family. Talking about the stories together. The fun projects* How much have you increased reading time – 2 hours per week on average

Mentoring Group - Increased reading time – 15 minutes per week. Looking at all the books, reading with someone, and doing projects are the fun things about the Program. Seven out of eight students said they used the library at least once a month when they are not in school.

Library – When children come to the library, they look for a book and they read.

3. NECAP Tests – all children involved in the book discussion groups and mentoring met or exceeded NECAP standards for 2008-2009

Increased reading time, increases reading skill and reading comprehension. Our data indicates that we are slowly gaining on standardized tests scores in reading and reading comprehension.

Why did the Out of School Program develop the Literacy Project?

The Librarian and Counselor wanted to team on a project that would increase literacy in the school. Together they developed and planned the Project. The goals were:

- To use opportunities to increase reading time for children
- To create a culture of reading – it is the norm to read in the Program and at home
- To find a creative way to assist in raising reading comprehension and raise NECAP tests scores
- To connect families to the school and to their student's learning
- To create family fun
- To use partnerships that support the learning at school

How has the Project been supported?

- The School provides space
- A school board member acts as mentor in the program
- The Goodrich Memorial Library is open and welcoming with their space. They assist in working out any problems.

North Country Schools SU (Beth Brookes)

Although we believe all of our programs provide learning gains, we have not had a specific program other than our Planting Seeds of Change (through Promising Practices) that we could outline with specific measurable gains. In addition, only 5 sites have this program. ENCORE will be implementing a tutoring program in all 11 sites beginning in the fall.

- Grade levels that will be served – 1-8
- Highly Qualified Teachers (with assistance from Paraprofessionals) will be providing tutoring services.
- Instructor to student ratio will vary depending on need, but no more than 1-4 teacher to student
- Program will meet an average of three days per week, 1 hr/day (depending on need) for 30 weeks (students will move through the program as needed. Students will not be in the program on an on-going basis. The 30 weeks is to allow the flexibility of students who need services the opportunity)
- The program is an intentional tutoring program that meets the needs of individual students. The program will vary by student and by site.
- We will use the NECAP and POA's to determine need, as well as teacher referrals.
- The impetus for developing this program is to ensure all students are meeting the standards and after school is an excellent opportunity to reach many of our neediest students.
- The Supervisory Union has contributed \$64,000.00 to ENCORE's Tutoring Program.

21 st CCLC Site/Grantee:	North Country Supervisory Union ENCORE Program	
Name of the Promising Practice/Program:	Planting Seeds of Change serving the schools of Troy, Coventry, Jay/Westfield, Lowell and Holland	
Program Statistics		
Total number of students served through your Promising Practices program/grant:	55 daily average 85 over all	
Number students served by ethnicity		
	African Refugees:	0
	Black/ African American:	2
	Asian:	0
	White:	80
	Hispanic/Latino:	1
	Native American:	2
	Other:	0
Number of students served who are ESL/LEP/ELL		0
Number of students served who qualify for Free/Reduced Priced Lunch		73
Typical Daily Attendance in your Promising Practices Program		55
Number of students who completed the program		55
Number/ethnicity of direct service staff people working in your Promising Practices Program		
	African Refugee:	0
	Black/ African American:	0
	Asian:	0
	White:	4
	Hispanic/Latino:	0
	Native American:	0
	Other:	0
How many weeks/days/hours did the program run this year?		Program ran 4 sessions, spring, summer,

		fall and winter. Program is offered 1 day per week at 5 sites, 2 hrs per day.
What would you identify as the program's most pressing needs/challenges?	The need for consistent summer involvement in the gardens.	
What resources, expertise, or assistance would be required to answer these needs/challenges?	More volunteers actively engaged in the program and/or more schools that offer summer programs that would attract students to the school during the summer	
How does the program collaborate and link with the schools?	Produce from the school garden is used in the school food program often prepared by students. Program leaders meet with teachers to design the garden in a way that supports classroom learning.	
<u>Evaluation Plan and Student Outcomes</u> What results/outcomes did you see? Provide/attach as much data as possible to demonstrate changes in student outcomes. You must follow the evaluation plan outlined in your approved Promising Practices grant application.	<p>1. Objective 1: Students will be productive growers of food.</p> <p>Outcome 1: Students will produce a wide variety and amount of edible fruits and vegetables (individual sites should set a goal for the number of varieties and a total output goal).</p> <p>The school gardens grew a wide variety of fruits and vegetables including: cabbage, broccoli, kale, swiss chard, carrots, tomatoes, potatoes, pie pumpkins, onions, basil, bush beans, pole beans, zucchini, corn, garlic, peas, peppers, and wheat.</p> <p>Quantities of produce grown per individual site:</p> <ul style="list-style-type: none"> • Coventry: 316 • Holland 538 • Jay/Westfield: 286 • Lowell: 302 • Troy: 200 <p>2. Objective 2: Students will achieve high standards in reading/language arts and mathematics</p> <p>Outcome 2: 80-100% of regular attendees will produce a high quality journal demonstrating math and writing exercises in support of the garden project.</p> <p>92% of students produced a high quality journal demonstrating math and writing exercises in support of the garden project.</p> <p>We defined a high quality journal as a journal with 5 or more math and writing exercises completed to a standard appropriate for the student's grade level.</p>	

	<p>3. Objective 3: Student will increase their understanding of nutrition, healthy lifestyle choices, gardening and farming.</p> <p>Outcome 3: 80-100% of the regular attendees will show improvement between their pre and post test covering the areas above.</p> <p>Analysis of these pre- and post-tests shows that the program produced knowledge gains in students who made statistically significant increases in their average knowledge scores, improving by over 22% their correct answers from pre-test to post-test.</p>			
<p><u>Budget Expenditures</u></p> <p>Please describe how you spent your Promising Practices grant money this year. (You should be able to show an accurate tracking of your Promising Practices grant funds within your overall 21st CCLC project budget.)</p>		<p>Budget</p> <p>Expended</p> <p>Balance</p>		
	Direct Services	1500.00	0.00	1500.00
	Direct Service Asst	1500.00	762.00	738.00
	Benefits	270.00	270.00	0.00
	Contracted Services	12,000.00	12,817.00	(817.10)
	Transportation	500.00	0.00	500.00
	Travel	100.00	0.00	100.00
	Supplies	1,280.00	1,457.10	(177.10)
	Books	250.00	250.00	0.00
	Equipment	500.00	500.00	0.00
	Conf & Training	400.00	0.00	400.00
	Total	\$18,300.00	16,056.10	2,243.80

Orange North SU (Nancy Chase)

For 2008-2009, **ONWARD!** offered “PowerPoint Presents”. This program was offered for four, 6-week sessions which met once a week for 1 ½ hours. The program served over 30 students in grades 3-8.

The program instructor was a certified 5th grade teacher. The instructor to student ratio was never more than 1:12.

“PowerPoint Presents” provides students with an opportunity to gain knowledge and skills in the use of technology. The program addresses Vermont’s Framework of Standards and Learning in the following technology areas:

- Students learn basic operations and concepts
- Students demonstrate the use of a variety of media and formats to communicate information and ideas effectively
- Students use technology/productivity tools to enhance learning, increase productivity, and promote creativity
- Students demonstrate proficiency in the effective use of technology

Student learning was assessed in two ways: on-going observation and completion of a rubric. The rubric (attached) was designed following the grade expectations from the above standards. As a result of participating in PowerPoint, students have gained experience and developed confidence in their abilities to work with computer programs. They moved from having little knowledge to being able to import information from the internet to develop Jeopardy games.

ONWARD! and ONSU share a common goal in that we realize the importance of students’ increasing their abilities to communicate via various forms of technology. According to the

Partnership for 21st Century Skills, “To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology”.

The school and district provided resources and support in the form of space and use of laptop computers.

Orange Windsor SU- Sharon Program (Kerry Rosenthal)

What is the name of the selected program or strategy?

This year we focused on Wellness and Health for all.

What grade levels served are served by the selected program/strategy?

Kindergarten through sixth grade students were served by the selected program.

Who is hired to teach/ run the selected program? (What are their qualifications?)

Tonya Martin, a parent who is also an RN, taught these classes all year to the younger groups (K-2).

Sheila Clark-Ferris, a paraprofessional with a lot of Wellness experience taught these classes to all ages along with her daughter Tiffany who is a dancer and athlete.

We also asked the school nurse, Ellen Bald, to speak to the students on topics of particular interest such as flu season, dental care and exercise.

What is the instructor:student ratio?

The instructor to student ratio is 1:6 (if the class was over 6 students, there was also a teaching assistant).

How often does the program meet? (What schedule does it run on?)

Wellness Wednesdays was a year long activity and Tonya’s self care class was offered the first two sessions of the year.

Please provide a brief description of the program or strategy.

Students were offered different ways of relaxing (guided visualization, physiological quieting...etc) and more fun ways of exercising during these classes. They learned new skills they could take out into the world such as field hockey and jumpropping.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

We did not measure student learning in this class, but it was clear they were learning many new skills and coping strategies through out the year.

What outcomes have you seen as a result of the selected program/ strategy?

Students sometimes do their own guided visualizations with eachother and have learned how to relax when tense which noticeably improves their behavior (at least for that day!).

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Our principal used to be a PE teacher and fully supports this program. In fact he came in a few times during the year to teach a new game that we hadn't done before. He also makes sure that gym is available to us as much as possible.

Orange Windsor SU- South Royalton Program (Kacie Merchand)

What is the name of the selected program or strategy?

This year we put into practice an innovative Technology based program.

What grade levels served are served by the selected program/strategy?

Kindergarten through sixth grade students were served by the selected program.

Who is hired to teach/ run the selected program? (What are their qualifications?)

Amy Lewis, the South Royalton Elementary and High school Administrative Assistant teaches the Technology based program. She has completed several courses in computers, and works on a daily basis with technology (ie: computers, digital cameras, website maintenance, running the school newsletter, etc).

Martha Hafner, a certified and experienced teacher ran the Lego League activity.

Rose Kent, a certified and current High school science teacher introduced microscopes and other tools used daily in the field of science in our Mad Scientists' activity.

Jeffrey Heinrick, an experienced crime scene investigator who is currently pursuing a law degree volunteered to lead the CSI and Space activities.

Lastly, Kacie Merchand, program director, supervised children while using learning software when they felt they needed time to calm down or time away from other students after the school day. She has a Bachelor's degree and has completed several computer courses, including but not limited to typing, Power Point, Dreamweaver, and XHTML web design.

What is the instructor:student ratio?

The instructor to student ratio is 1:8 (if the class was over 8 students, there was also a teaching assistant).

How often does the program meet? (What schedule does it run on?)

The Tech Savy activity met Sessions II-IV one time per week for the 3-6 grade group and two times per week when we expanded the program to include the K-2 group.

The Lego League group met two times per week Session III for K-2 and 3-6 groups (once per group) and one time per week Session IV for the 3-6 group.

The Mad Scientists group met twice per week (once per group) for the K-2 and 3-6 groups.

The CSI activity met once per week during Session I for the 3-6 group,

and the Space activity twice per week during Session II for the K-2 and 3-6 groups.

The Computer Time was offered on a daily basis anytime a child expressed a need to have quiet time or to calm down.

Please provide a brief description of the program or strategy.

The Technology program introduced the students to different types of technology in a fun, hands on, interactive way. The program helped build confidence and analytical problem solving.

Under this program, several technology related activities were led each session as well as implementation of a new approach to behavioral issues with several students.

We used a strategic approach to technology through a number of activities: Tech Savy Kids, Lego League, Mad Scientists, Crime Scene Investigators, Space: The Final Frontier and Computer Time with Kacie. Through this program, students used learning software, microscopes to analyze bacteria, digital cameras to alter pictures, computers to write articles for the school newsletter, and much more. The Computer Time with Kacie was geared specifically towards helping students with repetitive behavior issues who often needed quiet time to focus and calm down after a long day of school.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

We assess student learning through knowledge of computer programs and the level at which students are able to utilize the technology (camera, microscope, computer etc) used in the activities.

At the end of each session (every eight weeks) the director and activity leader assess what the kids are learning and discuss what skills are important for them to improve upon.

We use programs such as Mavis Beacon to assess typing skills. The activity leaders will periodically ask students to use what they have learned to complete specific tasks and observe, noting the progress of the students.

We also use student surveys to see if the students felt the program was worthwhile.

Future: For 2009-10, we would like to compare the amount of think sheets completed (required after student receives three warnings), to those of 2008-09 to see if the computer time helps reduce amount of disciplinary action.

What outcomes have you seen as a result of the selected program/ strategy?

Prior to when this program was offered, over 50% of the students did not know how to create a word document, close out of a file, or simply navigate around the computer. Now, 100% of the 3-6 grade students can create a word document, all have used Mavis Beacon, and know how to navigate (under close supervision) the Internet.

For the lego league activity, our 3-6 grade students made such progress in completing projects, that our Session IV activity was student run. They were more willing to jump into a task, both by themselves and other students, with just a sheet of paper explaining how to construct a project.

Students have a greater general knowledge of what technology can be used for in our everyday lives as well as in future careers (ie: DNA testing, finger printing, rockets, robots).

What was the impetus for developing this program or strategy? Who developed it and why?

The program director, Kacie Merchand, developed the technology based program. There are three main forces behind the development of this program. 1) To open up more possibilities to all students. We live in a technological world. Considering over half of our students are from low income families, they are less likely to have a computer, microscope, robotics, or rocket in their household, meaning they are likely to have less experience than many of their peers. Knowledge in this area will open up so many more paths and options in the student's lives. 2) Technology is fun! Based on student surveys, our technology based activities were the most enjoyable for the students. 3) The Computer Time with Kacie was created for students with

behavior issues. The purpose is to give students the opportunity to do something calming when they feel they are having a hard time staying out of trouble (before they do get into trouble).

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Our school has provided us with enough computers for every student to use during our computer activities, shared staff, microscopes, and other supplies. Without the support of the school, we would have a very difficult time helping the student achieve these learning gains. In addition, our supervisory union has been very supportive of this Program, both verbally and in search of small computers for the students to work on.

Orange Windsor SU- Tunbridge Program (Carrie McDonnell)

What is the name of the selected program or strategy?

Active Learners

What grade levels served are served by the selected program/strategy?

Kindergarten, First and Second grade students

Who is hired to teach/ run the selected program? (What are their qualifications?)

Certified elementary education teacher. Works as a teacher's aide during regular school day.

What is the instructor:student ratio?

Head teacher is supported by 2 teaching assistants. On average, we have 12 kids/day.

How often does the program meet? (What schedule does it run on?)

Active Learners coincides with our Homework Club, though slightly shorter. Active Learners runs Monday-Thursday, 3:15-3:45pm.

Please provide a brief description of the program or strategy.

This program is designed to help students practice and build basic academic skills in reading and math using a variety of methods and curriculums, including readers theater, KidLit & KidzMath.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

Because NECAP scores are not available for this age group, we plan to compare students' 1st quarter grades and 4th quarter grades on a yearly basis. The Active Learners teacher, who is an aide in the 1st-2nd grade class, is also in regular communication with the students' teachers and plans her curriculum based on academic needs expressed by teachers. This is an ongoing conversation throughout school year. Next year we plan to survey teachers regarding academic gains made by Active Learner participants.

What outcomes have you seen as a result of the selected program/ strategy?

We will not have access to final quarter grades until next week so we cannot report on that aspect. However, this program has been one of our most fluid connections to school day. When we developed the program, we began what has become a continue conversation with the Kindergarten and First/Second grade teachers. One notable outcome has been that the 1st/2nd

grade teacher has created “homework” assignments for children in our program. These regular assignments are created to reinforce reading and math concepts taught during school day. During Active Learners, we do these assignments first, until completed, in a group effort. Before Active Learners, homework was not assigned to 1st/2nd students. In addition to increased academic achievement, our students, who proudly announce they have “homework” like the older students, are developing a healthy attitude toward out of school academic assignments.

What was the impetus for developing this program or strategy? Who developed it and why?

Carrie McDonnell developed the program during 2007-2008 school year. Homework Club (3rd-6th grade) had always been a key part of our academic achievement programming. Because K-2nd grade students were too young for Homework Club, but were also in need of academic support, we created Active Learners. Active Learners takes into account this group’s shorter attention span, need for interactive learning and limitations to learn independently, by creating short, interactive, group-based activities.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The One Planet programs received some financial support from OWSU to purchase the Kidz Math and Kidz Lit curriculum. In the Fall 2008, when the Tunbridge principal offered the 1st-2nd grade aide the position, the principal referred her to our director. Together the school and TOP were able to offer the woman an attractive full-time position as an aide during the school day and head teacher at afterschool program. Finally, the K-2nd grade teachers have offered advice, materials, and regular assignments for Active Learners.

Orleans Central SU (Marilyn Perron)

What is the name of the selected program or strategy?

Homework Zones (there is one in each of the 7 schools----with various titles)

What grade levels served are served by the selected program/strategy?

The Homework Zones are for students in grades 5-8 in the elementary schools, and for grades 9-12 at the high school level.

Who is hired to teach/ run the selected program? (What are their qualifications?)

All Homework Zones are instructed by paras from the school or school day teachers. Occasionally when someone from the school cannot be there (staff meetings are our biggest conflict), one of the core after-school staff will sub for the afternoon.

What is the instructor: student ratio?

Each day can be different depending upon referrals or parent teacher conferences, or even if an exam is coming up. In the elementary schools, licensing regulations state 1:13 is the “legal” ratio. The most we have had is 1:10 at any given time. There are also some occasions where there is some 1:1 tutoring going on, so the ratio there is different as well. At the high school level, there are always 3 “coaches” available for students. One is specifically assigned for language arts/literacy help, another science/social studies, and a math coach. The librarian is in the library until 3:30 to help as well. We have had as few as 4 students on a given day, and as many as 40 on another day.

How often does the program meet? (What schedule does it run on?)

Each “Homework Zone” met for 4 days a week this year....Mondays through Thursdays.

Please provide a brief description of the program or strategy.

Our strategy or goal is to help all students succeed in school. We offer a quiet space for students to complete homework assignments, qualified staff to help students, and resource material available for students to use for assignments. It is an **intentional** intervention strategy in order to help individual students understand their daily homework requirements. Each Homework “instructor” knows the teachers (often a fellow teacher), converses with the teachers and principals on a daily basis to find out the best needs and interests of the students to help with their daily assignments. This program is highly valued by the school and parents.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

End of the year reports from teachers are a good way to measure our success. Report cards, daily contact with parents as well as conversations during parent teacher conferences are all great tools!

What outcomes have you seen as a result of the selected program/ strategy?

Parents report that they appreciate their children coming home with homework done and not having to “make” them do it at home. Teachers not only report on what a valuable program this is, but stop by on a daily basis before leaving for the day to check on students. Principals have been strong advocates in having specific homework programs. They do differ from site to site. At Glover it is a 2 hour “open program for 5-8 students who can either stay the whole time, or leave when their homework is completed. In Irasburg, students go to the homework hall where a teacher is there to help for 1 hour then he/she will join a “middle school” activity. The high school “Homework Zone” lasts for the entire 2 hours as well with students leaving when they have finished their homework.

What was the impetus for developing this program or strategy? Who developed it and why?

This program is a specific request from teachers, principals, and parents. Each school principal has a particular strategy in how the program should work. One school wants an inclusive homework hall that lasts the entire after-school time that has ample time for tutoring, intentional intervention strategies in math and reading. Another principal is fine with a separate homework hall for middle school youth that will be staffed by a teacher from the school, but will end at four when the other activities end. The high school model has been in existence for a long time, and serves as a drop in center for the high school youth to have a specific teacher assigned for math, reading, or technology help. It is an extended library time, so students also have access to the materials in the library (reference books, computers, etc.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Each school has their own way of handling this. Two of our schools for the first time have contributed CFP funds to continue this program after our funds were drying up. All schools have teachers on board who are serving as homework “planners”, tutors, and even as 1-1 support. The principals have all been great and provided support in setting up the programs, monitoring the success of the programs, and even finding interested staff! We have also started working closely

with the Curriculum Director from the SU who provides instruction on “intentional intervention” and gets staff directed in the right way to help students. The materials from SEDL were also a wonderful “learning tool” for staff training in ways to most benefit the school and students in the homework hall.

Orleans Southwest SU (Jim Carrien)

What is the name of the program or strategy?

Wolcott Summer Learning Camp

What grade levels served are served by the selected program/strategy?

Students entering first through 6th grade.

Who is hired to teach/ run the selected program? (What are their qualifications?)

The program is run by qualified school-day teachers. Paraeducators and Teen Assistants are hired to support those lead instructors.

What is the instructor:student ratio?

The instructor to student ratio is 1:10 for academic centers and 1:1 for tutoring.

How often does the program meet? (What schedule does it run on?)

The program meets for three weeks (15 days) during the summer at 6 hours per day.

Please provide a brief description of the program or strategy.

Students rotate through four centers each day. All centers revolve around a common theme. These centers include: math/science, arts, technology and literacy. Throughout the day some students are pulled from the centers for tutoring by qualified staff. These tutoring sessions are ½ hour per day. All students that receive tutoring services were recommended for these services by teaching and special education staff. Parents may sometimes recommend that their child receive these services.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

The tool that is used to measure outcomes is AIMSweb. Wolcott Elementary School uses the Response to Intervention model as a framework of instructional practice. To identify students needing additional support or enrichment in reading and math, the school uses AIMSweb assessments universal screening 3 times a year for all students and weekly probes for students receiving tier II or tier III services. The probes take from 1 to 3 minutes to administer. Results are analyzed in combination with other assessment data to make instructional decisions. During the month of May every student in the school is assessed using appropriate grade level benchmarks. The benchmarks which relate to the summer program objectives are fluency and math computation. Again, in the fall, all students are assessed on last year's spring benchmark, and the current year's fall benchmark. By comparing this data it allows program staff to determine whether students' learning has been maintained throughout the summer months.

What outcomes have you seen as a result of the selected program/ strategy?

The outcomes suggest that students who attend the summer program either maintain or lose a smaller percentage of learning over the summer months compared to those students that do not attend the program. Please see promising practice section of this report for further details.

What was the impetus for developing this program or strategy? Who developed it and why?

The reason for developing this program was that we were finding there was a loss of learning during the long summer break. This was especially the case in students that were already struggling to meet grade-level expectations.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The support is overwhelming. The entire program is supported financially by the school, the town and a promising practice grant. The principal, classroom teachers, and special education staff encourage parents informally and formally to enroll their children in camp. This support has proven to help meet our enrollment goals. Also, the assessments are administered tri-annually by school staff, as well as, calculated and analyzed.

Rivendell Interstate School District (Tammy MacQueen)

What is the name of the selected program or strategy?

Visions Middle School Program

What grade levels served are served by the selected program/strategy?

Grades 6-12

Who is hired to teach/ run the selected program? (What are their qualifications?)

The coordinators were a middle school paraprofessional (Highly qualified) and the director of Visions. Laura, our paraprofessional has worked at the middle school for nine years and knows our students well. She also understands the school's philosophy and expectations.

What is the instructor:student ratio?

On average 25 middle/high school students attended each day. We had the coordinator, a teacher and at least 1 assistant, as well as 2-3 Dartmouth mentors. The ratio 1:5.

How often does the program meet? (What schedule does it run on?)

Three days per week, Monday thru Wednesday, 3:00-5:30 pm.

Please provide a brief description of the program or strategy.

This year our goal was to get more students involved and attending after-school activities. One strategy we used was to offer more engaging workshops, including the start of Raptor Retail, our middle school store.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

To access grades we used report cards and discussions with teachers through weekly EST meetings. We used NECAP scores to look at progress in the areas of math, writing and reading, and areas that needed to be strengthened for each individual student. To access attendance and engagement we used student and parent surveys and evaluations, File Maker Pro to look at

increasing attendance numbers, and the number of students per workshop to access interest and popularity.

What outcomes have you seen as a result of the selected program/ strategy?

Our daily numbers grew tremendously this year. There were some days we had more than 30 students attending Visions.

We had less middle school failures.

Out of 130 middle school students, only 3 are required to attend summer school and these students were not Visions regular attendees.

For next year, we know more about which workshops were most engaging and popular. We have a better idea of the interests of our middle school population.

What was the impetus for developing this program or strategy? Who developed it and why?

As a staff we knew that middle school programs across the state were having difficulty getting children to attend. We wanted to focus on this population because we knew how needy pre teens can be. The staff of Visions decided to focus on the middle school program since the elementary programs were doing fine.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

- We had a new principal this year who was VERY supportive of Visions and after-school.
- The superintendent gave us more money to pay for additional staff at the middle school.
- Several teachers came out to support the program.
- The Visions director gave more time and attention to this program.
- We doubled our volunteer numbers at the middle school program.

Rutland City Public Schools (Diana Pfenning)

I selected the Rutland Intermediate School Academy to report on.

- This program serves students in 3rd, 4th, 5th and 6th grade.
- The staff hired is teachers, past and present, as well as a few talented Para educators. Preference is given to the host school personnel but we do employ teachers outside of the district or substitutes in the district.
- The Site Coordinator has worked for the program since it's inception in 2000. She is a licensed teacher for 4th grade but started out in Special Education. She is a great teacher so she is a wonderful mentor for the tutors. She understands the curriculum, Grade Level Expectations and school initiatives. Ellen is a respected leader in her school and has a good relationship with the principal.
- There were 20 teachers hired for summer 08, as well as a counselor, librarian, nurse, ELL teacher, fluency teacher and special educator to consult. Of the people hired last year, the host school employed 21.
- The schedule for the summer is: Breakfast, reading block, math block and writing block and then lunch.
- There are 5 to 8 students per group but the average daily attendance is less. On Friday, when there is enrichment, the group size is larger because teachers choose to work together and combine groups.

- The Academy meets five days a week for six-weeks in the summer and three days a week for 18 weeks in the school year.
- There are 4 – 6 students per group. The schedule is snack and work on either reading or math skills.
- During the school year there were 8 teachers connected to the host school. There is also a counselor available.
- The classroom teacher refers all students because they are not meeting the Grade Level Expectations and/or did not show proficiency on the NECAPS.
- The classroom teachers are using the school based Grade Level Expectations and Every Day Math assessments for referral. Those are given to the tutors so they can prepare their lessons.
- This year tutors will be required to submit lesson plans to assist in that endeavor, all tutors have received 9 hours of professional instruction from the district's Math and Literacy Coach on how to read the assessment, administer the pre and post test and how to teach the lessons using 4 Block Reading and Every Day Math. It was excellent to see the host teachers helping the teachers from other schools who needed the support.
- We recognized the importance of having time for enrichment on Fridays, however the lesson, activity, trip, project, community service or game must be tied to Vermont Standards and based on a theme. The tutors can combine groups and work together, but each Friday must be planned and documented on a new form.
- One of the outcomes for the Academy program has been increase in NECAP scores for the students. This year there were 47% who succeeded in meeting the standard. The seventh graders that were involved in Tapestry during their RIS days had 63% achieve the standard in October. In addition, of the students that had a spring 2008 and fall 2008 reading assessment to compare, 46% moved up and 28% stayed the same.
- When you consider the high level of poverty, 68%, and the high level of special education students, 33%, one finds in the Tapestry Program making improvements in the NECAPS is not an easy accomplishment. The design of this program is a join effort between: the Executive Director, Diana Pfenning; Site Coordinator, Ellen Colvin; and the Assistant Superintendent, Rob Bliss to help meet that goal. The design was created to continue to improve the referral process, to have more thoughtful and rigorous instruction given by the tutors and to link all skills to the school expectations.
- The school system has been very helpful. The Coaches worked a great deal with Ellen to create pre and post tests, to get her assessments and did the training with the tutors. The classroom teachers allow the use of their curriculum and materials. The classroom teacher, school counselors and administration are the contact with parents that help them understand the importance of attending the Academy program. It would be nice if there were more buses designated for transportation home. I cannot extend the hour of the school year program without more buses. There is only one thing the districts need to provide: MORE TITLE I MONEY.

Although the data is now available for NECAPS and assessments, it is truly difficult to sort through the 625 students to pick out and analysis the data on the 251 students involved in Tapestry. Then to sort out the students just attending the Academy program was impossible. So many attended both programs. There is much work left to fine tune the data process. RIS was more than willing to give me their data, but the volume was overwhelming. There is assessment taken three times a year on reading, writing, math, fluency as well as the report card grades and STAR reader test. Sorting it more efficiently is possible but I have to create columns for Academy, Tapestry for summer and school year. In addition, the third graders do not have a prior

to summer assessment that is the same or NECAP comparison because they move up to a new school. The sixth graders of the summer become 7th graders where the assessments are not the same either. To solve all these problems is my goal for next year.

Rutland Northeast SU- SOAR Program (Deb Bratton)

What is the name of the selected program or strategy?

Steck-Vaughn Elements of Reading: Vocabulary

What grade levels served are served by the selected program/strategy?

K – 6 at the Neshobe, Leicester and Sudbury/Whiting sites

Who is hired to teach/ run the selected program? (What are their qualifications?)

Qualified individuals with prior tutoring experience and training in the reading program as well as experience with children in a school, child-care, or similar setting.

What is the instructor:student ratio?

1:5

How often does the program meet? (What schedule does it run on?)

Once or twice a week, Tuesday, Wednesday, and/or Thursday, during the homework segment of the Daily SOAR program. During the designated homework time 15 – 30 minutes will consist of Elements of Reading: Vocabulary depending on pre-identified student needs. The program will initially be trialed at Neshobe, then rolled out to the other 2 sites.

Please provide a brief description of the program or strategy.

Steck-Vaughn Elements of Reading: Vocabulary is a research-based program designed to systematically and explicitly teach oral language vocabulary as direct preparation for success in reading. Elements of Reading focus on vocabulary, fluency, phonics, comprehension, and phonemic awareness. Each lesson consists of a Read-Aloud Anthology, Word Watcher, Word Snapshots, Word Chat, Word Organizers, Your Turn to Write, Review, and Assessment.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

Elements of Reading: Vocabulary is designed to make ongoing and informal assessments throughout the lessons with observational assessments as “do the children follow the change in the setting in the story” and “are children able to draw out and connect the most important ideas in the text”. A formal assessment in the Student Book uses a standardized test format and is called “Show What You Know”.

What outcomes have you seen as a result of the selected program/ strategy?

New program for 2009-2010 school year.

What was the impetus for developing this program or strategy? Who developed it and why?

Elements of Reading: Vocabulary was chosen as a tool for use in the Daily SOAR homework component to strengthen and complement the school district’s curriculum. This program is

research-based, intentional in design and will assist students in developing and increasing their overall reading achievement through vocabulary.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The Reading Specialist at Neshobe School provided the Element of Reading: Vocabulary materials to SOAR for use during the homework component of the program. All materials are self-contained and self-explanatory for the SOAR assistant to implement in the program. The specialist is also available for consultation.

Rutland Southwest SU (Joe LaRosa)

The Quest Wellness Program was introduced 3 years ago with funding support from Bowse Trust and General Mills. It was our team's belief that healthy students would be more likely to achieve academically. We also believed that a healthy teacher would do a better job in the classroom. For a complete list of activities please go to APPENDIX A. Review the list of activities and what was accomplished for each quarter.

- The Program was administered by the Director of the after school program with support from steering committee.
- Program involved students and teachers from all levels.
- There is interest from a major funder to use our program as a model.

Rutland Windsor SU- Mt. Holly and Ludlow (PJ Pollard)

What is the name of the selected program or strategy?

The name of the program is On Cloud Nine-Visualizing and Verbalizing for Math.

What grade levels served are served by the selected program/strategy?

During the 2008-2009 program we focused on Grades 3-5.

Who is hired to teach/ run the selected program? (What are their qualifications?)

The Special Educator at Mount Holly School was hired to teach this program. She is certified in Special Education, Grades K-8 and Elementary Education, Grades K-6.

What is the instructor: student ratio?

The instructor to student ratio fluctuated on a weekly basis. For the most part there was a 6:1 ratio.

How often does the program meet? (What schedule does it run on?)

The program met two times weekly in the afternoon for up to 4 hours per week. During the spring the program incorporated before school support as well. The program ran in conjunction with the regular school calendar.

Please provide a brief description of the program or strategy.

On Cloud Nine stimulates imagery as a foundation for mathematical reasoning and computation from basic number concepts through decimals, fractions, and word problems. It can be used

developmentally or remedially, or to just supplement your existing math curriculum. It should be thought of as providing a sensory-cognitive basis for math.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

Ongoing assessment is a critical component of this program.

1) you ask a question, 2) the students respond, and 3) you help them compare their response to the stimulus. You respond to the response by feeding them back what they said and helping them compare it. It doesn't matter what their response is, you'll always start with what they said and help them compare. Meet them where they are and your instruction will always be positive. You are valuing them as well as teaching them to problem solve.

What outcomes have you seen as a result of the selected program/ strategy?

The outcomes of the On Cloud Nine Math Program have been positive. Most evident is the gain of self esteem from every student. They have been able to see themselves truly as mathematicians throughout the year. The second factor that has proven success is attendance. The students ask every day when the next "math club" will meet. And finally, the accountability for their regular math work at school has been taken very seriously. The students created a morning math support time as well. They began to arrive at school early to receive homework support and re-teaching methodology before their school day even began!

What was the impetus for developing this program or strategy? Who developed it and why?

The impetus for developing this program was to add support for academic needs as part of the after school program. It evolved into a more than that as needs arose throughout the academic year. The program was developed by the special educator based on Visualizing and Verbalizing strategies for Mathematics from On Cloud Nine, written by Nanci Bell and Kimberly Tuley. It was developed to look at math as a universal tool for problem solving and discovery. The program moves through three basic steps to develop reasoning and computation: 1) manipulatives to experience the realness of math, 2) imagery and language to concretize that realness in the sensory system, and 3) computation to apply math to problem solving.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The school provides a safe environment, a certified teacher, and access to appropriate materials to assist the students with achieving their learning gains in the area of mathematics.

Springfield School District (Tami Stagner)

What is the name of the selected program or strategy?

Tutoring Program available at all elementary schools, Park Street, Union Street and Elm Hill School.

What grade levels served are served by the selected program/strategy?

K-5th grades.

Who is hired to teach/ run the selected program? (What are their qualifications?)

School day staff that have met the “highly qualified” standards for paraeducators and teachers that hold a license.

What is the instructor:student ratio?

1:1 or 1:2

How often does the program meet? (What schedule does it run on?)

Tutoring is either one day a week or two days a week. This very much depends on the teacher/student schedule and goals and objectives of the tutoring program.

Please provide a brief description of the program or strategy.

The tutoring program is a teacher referral program. A teacher refers a student that has, for one reason or another, fallen behind or below grade level. Once we receive a refer we find a tutor based on the tutoring needed. For example: If a teacher refers a students for reading we go to the reading/title one instructors first. If a student is referred for math we find a math instructor or math paraeducator to tutor. Once a tutor is matched we have a goal sheet that is filled out with the tutor and the teacher explaining specific goals, objectives and measurements of what is to be tutored, how and where to get work, books, examples and at what level or measurement do they need to be at to “complete” tutoring. Once this is set we set a schedule for the tutoring and base it upon six to eight weeks. At the end of the period we meet with the teacher and either continues or end the tutoring based on the measurement of goals/objectives met or not met.

**What measures do you use to assess student learning? How often to you make assessments?
What tools do you use?**

We measure the learning of the child based on the goals/objectives of the tutoring sessions. If a child is reading at a level 2 and should be at a level 4 or if a child can not complete his one minute times test in a minute how can we improve or achieve this. Assessment is continued throughout the tutoring session and some have ended early once goals and objectives are met, some take longer and continue another six to eight weeks.

The tools we use are the goals sheet filled out by the teacher and tutor.

What outcomes have you seen as a result of the selected program/ strategy?

Students increase learning and a sense of being part of the class.

Student engaging in classroom learning and Q and A.

Teacher and Paraeducators developing deeper relations with students and parents.

School wide increase in student learning.

What was the impetus for developing this program or strategy? Who developed it and why?

The program was developed to increase the need of support for homework students. Students were all in homework and there was an increasing need to work on specific goals and homework was getting lost. As a result we started to pull students and work in small groups and realized that these small 1:1 or 2:1 groups worked better and specific goals/objectives could be reached in a short amount of time.

The program was improved over the past two years by developing the goal sheet the teachers and tutors used to set goals/objectives and a measurement tool to know what to work on and when the work would be complete.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Books, worksheets, teachers, paraeducators, space, copying, library, snacks

The school is at our dispense with whatever we need to increase learning gains.

TLC- Twinfield and Cabot (Carrie Riker)

Site: Cabot School

What is the name of the selected program or strategy?

6-12 homework club

What grade levels served are served by the selected program/strategy?

6-12

Who is hired to teach/ run the selected program? (What are their qualifications?) Michael Crocker has taught within the TLCabot 6-12 Homework Club for the 3 years. He is a certified 7-12 math and science teacher who currently teaches middle school level math and middle and high school level science at the Cabot School.

What is the instructor:student ratio?

Ranges from 1:4 to 1:6

How often does the program meet? (What schedule does it run on?) 6-12 Homework Club meets from 2:50 – 5:00 pm on Mondays, Wednesdays and Thursdays when the program is in operation.

Please provide a brief description of the program or strategy.

After school program designed to allow students time to do their homework assignments.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

The measures used to assess student learning are: increased amount of quality homework turned in by students when it is due and teacher feedback on student progress. Weekly contact is made with teachers regarding student achievement.

What outcomes have you seen as a result of the selected program/ strategy? Students who have participated in this program have made great strides with regards to turning quality work in on time. Students have also taken on more responsibility for their own growth by writing down assignments and not having to be prompted to complete work.

What was the impetus for developing this program or strategy? Who developed it and why?

The need for students to have a quiet place where they can get help to complete their homework was the driving force behind this program. Students who participate in this program have ready access to instructors with deep subject knowledge, computer technology to help with assignments and extra library time to allow for resource use.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

Teachers within the school provide information as to what students need to complete or may need help with. The school provides all computer and resources that the students in this program have available to them. The school also provides a safe and quiet place for this club to occur.

Site: Twinfield Union School

What is the name of the selected program or strategy?

Math Club

What grade levels served are served by the selected program/strategy?

1-6

Who is hired to teach/ run the selected program? (What are their qualifications?) Twinfield TLC Math Club is led by Carol Amos, the Twinfield Math Specialist and a Teacher Leader. She has a masters in Mathematics Education. She is a Presidential Award winner for teaching mathematics.

What is the instructor:student ratio?

Ranges from 1:4 to 1:6

How often does the program meet? (What schedule does it run on?) Math club meets 3 times/week for 8 weeks. There are 3 sessions during the school year, each for a different age group or skill level.

Please provide a brief description of the program or strategy.

Each group has a slightly different focus. This year included a club for math enthusiasts (focused on understanding fractions and decimals); another session focused on the understanding of equality, memorization of double addition facts, comprehension of one more/one less, and counting by twos; another session focused on memorization of math facts and getting a better understanding of fractions; the final session focused on students who were struggling with math in the classroom and having difficulty completing homework

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use? Pre and post tests were completed by the Math Club leader. In addition, surveys were completed by teachers, parents and student participants.

What outcomes have you seen as a result of the selected program/ strategy? Session I: Club for math enthusiasts, Pre/post testing with the 5th grade NECAP release task items showed moderate to good gains for students in this area. Session II: Pre/post tests showed that all participants demonstrated improvements of some level in all areas. Session III: No pre/post testing, but comments from teachers, parents, and students indicated that the club was a great to help to those who participated. Additionally, during an EST meeting with one parent, the Math Club leader was told by a particular parent that the “math club was the only intervention that her daughter had that led to significant gains.”

What was the impetus for developing this program or strategy? Who developed it and why?

This club, in addition to our reading club, initially began since there were no programs in place at Twinfield to meet the needs of the “gap” students---students who are having academic concerns, but do not qualify for an IEP. The program was based on an intervention done at Barre City School. The model they used did not quite fit TUS so we created the afterschool club format.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

TUS Math specialist and classroom teachers identify students in need of additional math help to participate. School provides classroom space and use of manipulatives and other program related equipment/supplies. TLC Math Club is written directly into students’ EST plans.

Washington County Youth Services Bureau- Barre CityScape (Georgie Stapleton and Nick Bradford)

As we do not have a selected program for this year, my plan is as follows:

What is the name of the selected program or strategy?

Gardens for Learning (GFL). / Good Food Good Medicine

What grade levels served are served by the selected program/strategy?

Grades 5-8

Who is hired to teach/ run the selected program? (What are their qualifications?)

Two Rivers at Food Works was founded in 1987 to address the root causes of childhood hunger by returning students and their communities back to the land through hands-on food and gardening educational opportunities. The GFL community-based gardens provide at-risk children with hands-on skills in growing, cooking and nutrition for eating fresh local foods. The Two Rivers Center is the statewide demonstration and training site for all Gardens for learning programs.

The garden for learning project begins the summer of 2009 and will continue into the 09/10 school year. At this point the project is called Good Food Good Medicine. Its goal is to take a seasonal approach to exploring good health and nutrition through locally grown food and herbs. This program involves intense organizing and leadership development with low-income families at two section 8 housing sites in Central Vermont. The participants meet once per month throughout the entire year and the focus is on seasonal and hands-on cooking, nutrition and gardening. The classes include the entire family: children and their parents are learning and working side-by-side. All of the participants leave with a bag of groceries filled with the ingredients they need to recreate the same meal at home. It is our belief that by including the entire family in the learning process, encouraging participants to practice what they’ve learned at home and meeting regularly throughout the year (not simply a four-week or six-week program) we will see sustainable change in the families with whom we are working. We are currently working at the Cummings Street Complex in Montpelier and High gate Apartments in Barre.

Youth Service Bureau staff is also working with Two Rivers to facilitate small groups, and to help with summer activities (planting the three gardens).

What is the instructor: student ratio?

We anticipate 3-4 youth per adult, all groups are run by at least one YSB staff and one Two Rivers. We add staff depending on the size of the group.

How often does the program meet? (What schedule does it run on?)

During the summer there are three sites for gardens. Two of the sites are low income housing units in Barre, (the students go to BCEMS) and one is the garden at school. Each site is visited weekly. At the projects, participants meet monthly throughout the entire year. At the school during the school year, we will offer weekly after school activities.

Please provide a brief description of the program or strategy.

Good Food Good Medicine goal is to take a seasonal approach to exploring good health and nutrition through locally grown food and herbs. This program involves intense organizing and leadership development with low-income families at BCEMS as well as two section 8 housing sites in Central Vermont. The GFL community-based gardens provide at-risk children with hands-on skills in growing, cooking and nutrition for eating fresh local foods. Students plant gardens, at school and sometimes in their back yards, maintain them and then harvest them. The food they grow, they will learn to cook and or store throughout the winter and use then as well.

What measures do you use to assess student learning? How often to you make assessments? What tools do you use?

To measure the student learning we will do a pre-test before the gardens start this summer (June 2009), one at the end of the summer and one mid year (Jan 2010). The evaluation will be created by Two River (using tools they have) YSB and checked by our project evaluator Michele Crandwell-Schmidt, from The Center for Rural Studies. During the school year we will do pre and post evaluations of the Good Food Good Medicine classes. These will be created by Michele Crandwell-Schmidt.

What outcomes have you seen as a result of the selected program/ strategy?

We have seen youth excited to learn, eat better and understand the concepts that are being taught to them. We have seen families excited to work together, take ownership in the community garden, and understand nutritionally how this benefits their family and cooking differently. Children learn about vitamins, the growing process, measurements, nutrition to name a few.

What was the impetus for developing this program or strategy? Who developed it and why?

Food Works has been working with us since the beginning of the Cityscape project. They have established relationships at the two projects, both of which send their youth to BCEMS. Two Rivers is a pioneer in this area and has a wealth of expertise. They have a developed strategy and developed curriculum. BCEMS, school board adopted a goal of teaching better nutrition throughout the entire curriculum as well as through the food offered.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The school board as a whole has adopted “better nutrition “throughout the whole school. They have a mandate that all teachers are teaching “nutrition” in their curriculum. The have allowed Two Rivers to teach an accredited class to all facility and allowed for Two Rivers to be available for consults around building into individual curriculum. The school food service has already made adjustments in what is served during the day, snacks and they no longer serve ant fried foods. BCEMS has a kitchen that is available for after school activities and their Health and Science teachers have been teaching after school programs for years. The science teacher is the lead teacher in the garden at school and already teaches many classes outdoors.

Wings Community Programs (Lynne Feal-Staub)

Wings provides three types of academic services- academic programs, tutoring services, and homework assistance at each Wings site. Specifics around how each of these services are offered at each site vary slightly, but a general framework hold true at all sites. A copy of Wings’ Academic Services Guidelines follows the general descriptions provided below.

Wings Tutoring Services

- Tutoring services are available to all grade levels at each Wings site. In 2008-09, the following grade levels accessed tutoring services at each site:
 - Deerfield Valley Elementary School Grades 1 – 5
 - Halifax School Grades K – 7
 - Readsboro Central School Grades 5 – 6
 - Whitingham Elementary School Grades 3 – 5
 - Twin Valley Middle School Grades 6 – 8
 - Twin Valley High School Grades 9 – 12
- To date all Wings tutoring services have been provided by teachers or paraeducator within the school. Wings academic services guidelines specify that tutoring services must be provided by a certified teacher or paraeducator, but does not state that the individual must be an employee of the school in which they provide services.
- A maximum ratio of 1:4 is stipulated for tutoring services. In 2008-09, the following average daily attendance for tutoring services were documented at each site:
 - Deerfield Valley Elementary School 3
 - Halifax School 2
 - Readsboro Central School 2
 - Whitingham Elementary School 3
 - Twin Valley Middle School 2
 - Twin Valley High School 1
- Tutoring services are offered on an as-needed basis. In 2008-09, the following number of student hours for tutoring services were documented at each site:
 - Deerfield Valley Elementary School 186 hours
 - Halifax School 50 hours
 - Readsboro Central School 14 hours
 - Whitingham Elementary School 123 hours

- Twin Valley Middle School 35 hours
- Twin Valley High School 89 hours
- General description- The need for tutoring services is generally brought to the attention of the Wings site coordinator by the classroom teacher. The classroom teacher, or paraeducator working within the grade level, typically provide the tutoring, but in some instances the site coordinator may recruit another teacher or para to work with the student. Once an individual able to provide services has been identified, a contract for a specific number of tutoring hours is drawn up and tutoring begins. All tutoring services occur either before or after school, but the schedule is arranged by the individual providing services and the parent or high school student. Upon completion of the allotted tutoring hours, a determination is made as to whether the need has been met or whether additional services are required.
- Wings utilizes a Tutor Documentation Form to track services provided and outcomes. A copy of the Wings' Tutor Documentation Form follows.
- The following outcomes have been added to Wings' 2009-10 Evaluation Plan specific to monitoring the academic achievement of students receiving tutoring services (see Evaluation Plan, Attachment A, for more details):
 - 80% of students who receive 10 or more hours of tutoring services will show improvement in that subject area as indicated by the tutor providing services.
 - Students who attend 10 or more hours of tutoring services will show improvement within the subject area for which tutoring services were received as indicated by an increase in either school grade and/or NECAP results.
- A concentrated effort to providing tutoring service was instituted in 2007-08 in response to the lack of academic rigor observed in homework clubs. Homework clubs provide a means for students to complete school assignments, receive assistance if need be, and alleviate family stress associated with homework- three very real benefits. Tutoring services, however, pinpoint specific academic needs and work towards filling those needs through individualized services.
- Support/ resources provided by the schools and supervisory union follow:
 - Teachers and paraeducators work as tutors with Wings programs.
 - Teachers refer students in need of tutoring services.
 - Principals and other school administrators work to recruit tutors to meet specific needs.
 - The supervisory union allocates \$15,000 annually in Title I funds to support academic services, including tutoring services.



Wings Community Programs Academic Services Guidelines

The academic services listed below represent the scope of academic offerings provided through Wings Community Programs. Site Coordinators, in conjunction with the Project Director and School Advisory Committee, determine the needs within the school they oversee and are free to offer any combination of services listed below. Schools are not obligated to offer all of the services outlined.

Tutoring

- Tutoring services are provided one-on-one or to small groups (no more than four students).
- Tutoring can be provided as an on-going service and/or on an as-needed basis to meet individual student needs throughout the year.
- Tutors are certified teachers or paraprofessionals.
- Tutoring services can be utilized to meet both remedial and gifted and talented needs.
- Tutoring services are in addition to services provided within students' IEPs. Wings tutoring services are not be utilized in lieu of services outlined in students' IEPs.
- Tutoring services provided must document the following:
 - Student served
 - Dates met
 - Student need being addressed
 - Work completed
 - Plans for linkage to school day

Homework Club

- Homework Clubs maintain a maximum ratio of 1:10.

- Homework Clubs are supervised by certified teachers, paraprofessionals, or others with a related background.

Academic Programs

- Academic programs must focus on a core subject area: reading, writing, math, science, social studies, or foreign language.
- Academic programs must be led by a certified teacher, paraprofessional, or others with a related background.
- Academic programs must be aligned to a specific curriculum or be directly tied to the Vermont Standards.
- Academic programs must have a culminating event or product that allows students to demonstrate knowledge gained.

Program Support

- Program Support is intended to assist special needs students successfully participate in regular Wings' programming.
- Program Support is to be provided by paraprofessionals who work with the identified student(s) during the school day if at all possible. If the in-school paraprofessional is not available, program support can be provided by a certified teacher or other paraprofessional.

Gifted and Talented Programs

- All students within the pool of potential participants (typically based on age or grade) should be considered for referral to a gifted and talented program.
- Students selected for gifted and talented programs have above average ability, task commitment, and/or creativity in the program area.
- Student identification for gifted and talented programs is based upon one or more of the following components:
 - Exposure to the activity with student self-selection for further exploration
 - Standardized test scores (NECAP, Key Math, Developmental Reading Assessment, etc.)
 - Student report cards
 - Teacher referral citing characteristics displayed in one or more of the following areas:
Creativity and/or problem-solving
Task commitment
High motivation level
Strong leadership skills
Unusual interest or talent
- Parent and self referrals will be considered on a case by case basis.
- In order for support for gifted and talented programs to be authorized as an academic service, the program must fall within the areas under "academic programs"; i.e. reading, writing, math, science, social studies, or foreign language.
- Gifted and talented programs in areas other than those outlined under academic programs may be offered as non-academic services and should utilize the same criteria for student identification.

Windsor State Street School (Laurie Adams)

What is the name of the selected program or strategy?

Afterschool Math Club

What grade levels served are served by the selected program/strategy?

Grades 3-6

Who is hired to teach/ run the selected program? (What are their qualifications?)

4th Grade classroom teacher who is the school math consultant for multiple schools

What is the instructor:student ratio?

15-18 students with one teacher

How often does the program meet? (What schedule does it run on?)

Once a week for 1 ½ hours from November through May running for 6 week sessions.

Please provide a brief description of the program or strategy.

Targeted students were those who scored below proficient on their NECAP scores as well as teacher identified students who were struggling with math in their classrooms. These students were given exposure to the skills needed to be successful in math and given opportunities to practice what they were learning in multiple situations receiving individual help when needed.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

The 08 and 09 Math NECAP scores are used to asses student learning as well as intermittent teacher designed tests which give the teacher information about how well the students are coming along and if any one needs more help.

What outcomes have you seen as a result of the selected program/ strategy?

10 of the regular math club attendees went up a level with one of them going from substantially below proficient to proficient.

What was the impetus for developing this program or strategy? Who developed it and why?

Math scores for the school are significantly low and the superintendent, the math specialist and the program director developed this program to help bring the student math scores up for struggling students. A summer math club is offered as well for the same reasons.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The school provides the space and the materials used to run this program.

Winooski School District (Barb Russ)

What is the name of the selected program or strategy?

JFK Promising Practices Afterschool Tutoring Program

What grade levels served are served by the selected program/strategy?

Grades K-5, although we had no fourth graders served in this program this year.

Who is hired to teach/ run the selected program? (What are their qualifications?)

Licensed classroom, special education or ELL teachers who teach at JFK Elementary School. Tutors work with students that are in their classroom or on their caseload.

What is the instructor:student ratio?

Each teacher works with two students who are at the same instructional level.

How often does the program meet? (What schedule does it run on?)

The program meets either one or two afternoons each week. Each session is one hour long and runs from 3-4pm. The tutoring program follows the same schedule as the 21C afterschool programs—4, 5, or 6 week sessions, depending on the session.

Please provide a brief description of the program or strategy.

Participating teachers identify students in their classrooms or on their caseloads to participate in this afterschool program. Identified students are approved by the building principal. The focus of this tutoring program is on improvement in literacy skills, math skills, or both reading and math skills, depending on the students. Students that are identified do not receive “extra” services (unless they are on the special education or ELL caseload) and are “nearly achieving.” Teachers work with the students for 1-2 hours each week during the 21C afterschool sessions.

What measures do you use to assess student learning? How often to you make assessments?

What tools do you use?

Each session teachers do a pre and posttest with the two students they are tutoring. The assessments vary depending on the students, but include benchmark tests, sight words, letter sounds, adding numbers, multiplication facts, running records, concepts of print, number sense, place value, fractions, money, telling time, etc. The assessments used in the afterschool tutoring are linked to what the student has been working on both during the school day and afterschool. This afterschool assessment information is used to inform instruction during the school day and learning done during the school day is linked to the afterschool tutoring instruction.

What outcomes have you seen as a result of the selected program/ strategy?

Our results have been very positive. Please see chart at the end of this section for specific results.

What was the impetus for developing this program or strategy? Who developed it and why?

We were in year two of our promising practices grant and wanted to better target nearly achieving students in a more thoughtful and intentional way.

What support/resources does the school, district, or supervisory union provide to the selected program in order to help students achieve learning gains?

The JFK principal is very supportive as well as the superintendent, classroom teachers, special educators and ELL teachers. We have had a number of teachers participate in the promising

practices tutoring program that would not teach in 21C afterschool programs (with groups of 8-10 students). The teachers, principal and superintendent see the value of this program because of the positive learning results and the connection to the school day.

JFK Promising Practices Data sample
Session I
September 20-October 30, 2008

Teacher	Student	Teaching Focus	Total # of tutoring hours	Pre-Test	Post-Test
K. Flanders		Reading: phonological awareness, decoding cvc words/word families Math: adding numbers 0-20 with automaticity	8	Sight words: 4/24 Letter sounds: 33/42 Adding numbers 0-20: 0/25	Sight words: 8/24 Letter sounds: 42/42 Adding numbers 0-20: 16/25

R. Charron		Reading: fluency and recognition of sight words	9	Fry Instant Word List: Group 1a, 1b, 1c, 1d, 2a, 2b, 2c 99/175=57% of the words correctly identified	Fry Instant Word List: Group 1a, 1b, 1c, 1d, 2a, 2b, 2c 130/175=74% of the words correctly identified
------------	--	---	---	--	---

N. Devost		Reading: build awareness of story structure and book language	10	Running record <u>Peter's Chair</u> by Ezra Jack Keats 53/293 words=18%	Running record <u>Peter's Chair</u> by Ezra Jack Keats 266/293 words=91%
S. Hamble		Math: multiplication & division facts, factors, multiples, and long mult.	3	Multiplication Test Grade 5: 53/75 Listing factors: 0/2 Listing multiples: 2/2 Solve double digit multiplication problem: 1/1	Multiplication Test Grade 5: 55/75 Solve 4 digit subtraction problem: 1/1 Solve double digit multiplication problem: 1/1

Vermont Department of Education

J. Knapp	.	Math: strategies in multiplicative reasoning, + & - of larger numbers	4	End of Unit Assessment: 1/3=33% Multiplication Test Grade 5: 36/75	End of Unit Assessment: 3/3=100% Multiplication Test Grade 5: 75/75